



 AGENDA

I. Public Hearing	6:15 - 6:30 p.m.	
II. CALL MEETING TO ORDER	6:30 - 6:35 p.m.	
Becky Tymchuck		
III. PUBLIC COMMENTS	6:35 - 7:00 P.M.	
A. Budget Hearing Public Comments		3
B. Public Comments		13
IV. REPORTS	7:00 - 8:00 p.m.	
A. Superintendent Comments		32
Don Grotting		
B. Financial Update		34
Mike Schofield		
C. Remote Learning and Return to School Update		43
Ginny Hansmann, Carl Mead		
D. Long Range Facility Plan Community Advisory Committee		64
Josh Gamez, Steven Sparks		
E. Equity Update		
Pat McCreery		
V. ACTION ITEMS	8:00 - 8:30 P.M.	
A. Adoption of 2020-2021 Budget Resolution 20-615A		73
Mike Schofield		
B. Appropriation Resolution 20-615B for the 2019-20 Budget		76
Mike Schofield		
C. District Wide Facility Repairs from the 2014 Capital Improvement Bond		77
Josh Gamez, Aaron Boyle		
D. Use of Remaining Program Reserves from the 2014 Capital Improvement Bond		79
Josh Gamez, Aaron Boyle		
E. Budget Calendar for 2021 - 2022		81
Mike Schofield		
F. Election of School Board Chair and Vice Chair		83
Eric Simpson		
G. FLEX Online School Authorization		84
John Peplinski, Jon Bridges, Paul Ottum		
H. Consent Agenda		
Becky Tymchuk		
a. Personnel		
b. Approval of School Board Meeting Minutes		85
c. Grant Report		91
d. Public Contracts		92
e. Second Reading of School Board Policy (JGD)		101
f. 2020 - 2022 OSEA Contract Ratification		
g. Appointment of Budget Officer		
h. Appointment of Clerk and Deputy Clerks		

District Goal: WE Empower all students to achieve post-high school success.

108

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

i. Appointment of Custodians of School Funds		107
j. Appointment of Financial Auditor		108
k. Appointment of Legal Counsel		109
l. Approval of Budget Meeting Minutes		110
m. Designation of Depositories		117
n. Approval of Alternate Construction Contracting Procedure		118
VI. BOARD COMMUNICATION	8:30 - 8:35 p.m.	
Board Members		
A. Individual School Board Members Comments		
VII. CLOSING COMMENTS/ ADJOURN	8:35 p.m.	
Becky Tymchuk, Don Grotting		
VIII. INFORMATION ITEMS		
A. Health and Safe Schools Plan Update		121
B. Safe Routes to School Program Update		132
C. School Board Finance Investment Strategies Committee		136
IX. EXECUTIVE SESSION		



BUDGET HEARING PUBLIC COMMENTS

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for June 15, 2020 will be conducted online.

Public Comments for Budget Hearing were accepted by online form submission from 12:00 p.m. on Thursday, June 11, 2020 through 12:00 p.m. on Monday, June 15, 2020. Comments received are below.

Christina Im, Parent/Community member - My name is Christina Im, and I'm a 2018 graduate of Sunset High School who attended BSD schools from kindergarten to twelfth grade. Please stop financially supporting the school to prison pipeline and end the practice of staffing BSD schools with school resource officers. It's a practice that puts Black and brown students in danger at school—which is where they should feel safest to learn and grow. Beaverton School District has a lot of work to do to make its schools equitable for all students; the racism I faced as an Asian student is a testament to that. But this isn't about me. As much as I experienced racism, I never had to fear for my physical safety and freedom like too many Black and brown students do in the presence of school resource officers. Reflect on the racism that is condoned in this school district. More importantly, pair that reflection with action and prioritize the safety of the students you are meant to serve. Do the right thing and remove police from BSD schools.

Russell Chai, Beaverton School District Student - I am calling for a suspension of financial support with the Beaverton Police Department in order to eliminate the presence of School Resource Officers (SROs). In the email sent out by the Superintendent, the BSD said "...creating and ensuring welcoming, affirming and sustaining learning spaces for every one of our students." We believe that the presence of armed police officers in our schools do not provide welcoming learning spaces for your students of color. We cannot ignore the history of police brutality in our service areas. By maintaining SRO contracts as line items in budgets, our district is effectively communicating that they are willing to prioritize financially supporting a racist institution. We are asking the school board and superintendent to follow the lead of the director of the Minneapolis Public School Board, as well as the superintendent of Portland Public Schools, who have recently announced that they are discontinuing relations with their local police departments

Michelle Warvel, Parent/Community Member - Given the current understanding of federal or state funding towards the budget deficit, where are the big areas we fill cuts will be made? People vs. Programs vs Consolidation? When will we have a view on enrollment and class sizes from our schools? How can parents in these communities voice our priorities or advocate for assistance as we are getting through the budget finalization through the next few months?

Debbie Plawner, Parent/Community Member - Dear School Board, Please remove SROs from our schools. Our students don't need policing, they need support. The recent Student Investment Account plan is underfunded with only one part-time behavioral health paraeducator per school.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

That is not enough. In addition to meaning that this critical support isn't always available when needed, this is also an issue of equity. Students of color need a safe and supportive adult professional who is culturally competent so every student in crisis receives access to options rather than punishment (SRO approach). Please remove SROs and invest in professionals who will build a trusting relationships, inspire critical thinking and open up pathways that truly lead to student success. Sincerely, Debbie Plawner Parent to an ACMA junior and incoming BHS freshman.

Kellie Rosenberger, District Staff - Safety does not exist when Black & Brown young people are forced to interact with a system of policing that views them as a threat & not as students. Students, particularly Black & Brown students, have for so long been entering our school buildings in a state of dysregulation; afraid not only of the inequitable disciplinary actions of White teachers & admins, but of the police officers whose practices have led to the criminalization of childhood for our students of color, & the suppression particularly of our Black & Latino students across our school campuses. It is time for BSD to discontinue the presence of School Resource Officers & reinvest the dollars spent in mental health, social workers, counselors & other direct student supports. There is momentum behind anti-racist work following the tragic murder of another Black man in our country at the hands of the police, but without changes to policy that momentum gets lost. It's time to set aside empty promises of equity & take action.

Megan Barella, Parent/Community Member - Dear Beaverton School Board, As a parent and community member, I am extremely invested in ensuring that BSD provides a safe and inclusive space for all students, especially for Black students and all students of color. I am in support of eliminating Security Resource Officers from our schools and reinvesting the funds into programs that improve safety, accessibility, and equity of educational outcomes for students of color. I'd like to see the district develop a strong anti-racist approach that offers culturally specific and culturally competent trainings for staff and services for students. I am deeply concerned about the school to prison pipeline and the disproportionate disciplinary actions taken against Latino and Black students. I support BSD in allocating funds to develop a strong anti-racism strategy. (65.8% of the Beaverton School district is white, 13.8% is Latino and 2.4% are black. Yet, referrals to law enforcement by resource officers are 30.6% Latino and 10.1% black.

Elizabeth Ranweiler, Parent/Community Member - Hello - the topic I want to address is School Resource Officers in BSD schools. I am sure the board has been following the removal of police from schools across the country, including Portland Public Schools. I encourage the board to take this step for BSD as well. Especially in a time of budget cuts, there are better ways to spend the money in the district budget. For example, the money could be spent on social workers or social emotional learning supports or classroom teachers. All of those would be more beneficial to students than SROs. Thank you.

Kristi Balzer, Parent/Community Member - I do not believe SRO's have a place in our schools. I believe those resources could be better used by providing counselors and health care professionals in our schools. I would encourage the school board to look closely at it's budget and ask the hard question "are we allocating all our resources in a way that has a direct positive impact on our students" - if the answer is NO those funds should be reallocated.

Jennifer MacDonald, Parent/Community Member - The ACLU defines the school to prison pipeline as ““Zero-tolerance” policies [that] criminalize minor infractions of school rules, while cops in schools lead to students being criminalized for behavior that should be handled inside the school. Students of color are especially vulnerable to push-out trends and the discriminatory application of discipline.”

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Beaverton School District's Pillar of Equity states that WE build honest, safe, and inclusive relationships with our diverse students and their families. Criminally punishing a student who is experiencing trauma at home and acts out at school does not build a safe, inclusive relationship. Beaverton School District can and should do better to serve their students! Please reallocate funds from the School Resource Officer program to essential services that actually help students and not harm them!

Joel Miller, District Employee - I'm a member of BSD's team of Physical Educators. Many national PE leaders state BSD PE is the gold standard. Our response to implementing "PE at Home" confirmed it. Our collaboration and innovation helped us continue to serve in a meaningful way. We have been moving to a Lifelong Health & Fitness model, developing students' Physical Literacy, which helps students learn how to be healthy, active productive members of society. The role of PE in Social Emotional Learning is vital. Skills include problem-solving, grit, perseverance, collaboration, empathy - all needed now more than ever. We are role-models and demonstrate values we want to see from our students. We foster a sense of belonging, a capacity for growth and resilience, and more. We are ready to collaborate and help problem solve around the shifts in recess, Brain Boosts, and SEL. We are ready to meet the challenge of hybrid learning to continue to serve our students in their Physical Literacy and Social Emotional development.

Laura Harding, Parent/Community Member - I know that SROs have been quite helpful at Hiteon. There I've been situations that could have been handled by a mental health professional though.

Anne Tierney, Parent/Community member - As a mother of two in BSD and a teacher in HSD, I am concerned about next year's looming cuts. Consequently, I want to advocate for the schooling I believe our children need, even in financially limited times. I am passionate about the need for a well-rounded education that encompasses the social, emotional, and physical needs of students, and the need for robust Physical Education and Music programs is at the core of that experience. I value academics, but also believe strongly that being prepared for the future demands so much more than exposure to core subject area curriculum. Our students deserve healthy habits and mindsets. They must understand the skills necessary to be teammates whose work ethic, motivation, and output directly impact the overall success of a group. They need exposure to different methods of learning and expression, places to laugh, be loud, move, and rid anxieties. Please keep our Physical Education and Music programs well-funded and protected next year.

Mikaela Gladstone, District Staff - I was just made aware of Beaverton's intention to fund a fully online school for next year. This comes as a surprise, considering that the budget for the 2020/21 school year has not even been released yet. Please reconsider this. Online schools have abysmal success rates, and I believe it's important for Beaverton to put the money that we have into current schools, and not new ones.

Katie Lukins, District Staff - I am voicing opposition to the creation of a permanent online K-12 school. The current COVID pandemic has caused fear within our community. The creation of a permanent online school without input from staff and community members is not how you alleviate that. Staff have been kept in the dark when it comes to the pending budget cuts and this will pull funds needed to reopen safely. Now is the time we should be fighting systemic racism in our district, a priority laid out by Superintendent Grotting. The creation of a permanent online school will only exacerbate the issues of equity and white supremacy within our district. I'd like to address the issue of trust. As staff we made it clear that trust between staff and the district needed to be rebuilt and the district and school board agreed to work with us to do so. Finding out that plans to create a new, permanent

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

schools were made without ever consulting district educators actively works against that rebuilding process.

Christianne Osborn, District Staff - Permanent online school is a bad idea! This exacerbates the inequities for our students. Working in a Title 1 school during the online learning process has heightened the awareness of how challenging this platform is for our lower SES and disabled population. Engagement is just flat out challenging when they do not have the ability to connect seamlessly! It is frustrating for the student, parents, and educators alike. Do not further disrupt the learning of these students!

Helen Chandler, District Staff - While an online option for 20-21--- on that parents and students can commit to for the year- might make sense- making it a "forever funded" budget line, in these uncertain times, is unreal and frightening. Advise the formation of FLEX, but with the agreement that this is a one year budget line item, to be revisited at the end of this ONE YEAR trial in UNPRECEDENTED times. To make any change commitment further than that is to set up for budget woes in the future.

Cady Geer, District Staff - I'm very concerned about the advent of a new all online k-12 school to be implemented this fall. This plan is rash and ill-conceived. The idea that we could launch a permanent 100% virtual k-12 school in 2 months while also giving the time and attention needed to all other school to be ready for students in the fall is ludicrous. This school would also best serve students of privilege, widening Beaverton's achievement gap. This seems like a first panicked reaction to the ODE Safe Schools guidelines, but it will inevitably create more problems than it solves. In addition, making this change now, in the midst of a budget crisis, will only exacerbate existing inequities in our district.

Sherah Campbell, District Staff - I have seen a huge drop in student engagement since distance learning began. I cannot imagine why BSD would move to an online school where it will be harder to reach our students, especially without discussions with BEA and being able to give our input.

Rebekah Adams, District Staff - I am heartbroken as I read about Beaverton's decision to create a remote school that will foster inequity. This does not feel like a "we are in this together" decision. BSD please rethink this injustice.

Laura Bennett, Parent/Community Member - I am sending a comment in support of removing resource officers from Beaverton's schools. These funds should be re-allocated to cultural support programs that help support for students of color.

Victoria Adair, District Staff - I completely understand the concerns that families have with returning to school in the fall. As an educator, I share many of the same concerns. However, I do not believe that these concerns should then allow the creation of a fully online school option, especially when educators and families have not been given the option to provide feedback on this idea. This is a bargaining year and I think that the fact the BSD has not discussed this with BEA leadership or BSD staff is wrong. Big decisions like this should involve the community and the professionals that it will impact. I truly hope that with ODE guidelines and BSD leadership, we will be able to come up with a safe option for returning to school in the fall. I do not think that establishing a fully online school, especially without feedback from the community and professionals impacted by its creation, is the right thing to do.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Kathryn Reid, District Staff - I am deeply concerned by the proposal to form a new K-12 online school. This proposal is at odds with the district's pledge to address institutional racism. Online learning has shown us that it leaves too many of our students with learning differences, our language learners, and our students navigating poverty behind. An online school will disproportionately benefit students with privilege, perpetuating institutional racism. The fact that you are voting on this proposal before truly discussing it with BSD staff, families, and community members is shameful. You suggest that, based on data in other countries and states, 3-25% of families may not send their children back to school next year. Wouldn't you have a better understanding of how the issue would play out here if you took the time to ask your community? Instead of committing to the formation of a new school in the midst of a budget crisis, I urge you to temporarily expand the online learning options that are currently available.

John Hartig, District Staff - In regards to a fully on line school for Beaverton School District, I would support the formation of one after bringing in all stakeholders; students, general public, and BSD staff to determine its scope and operating parameters. I believe as a District we owe it to our families to provide an educational choice that makes the family feel safe and secure.

Tami Lea Minnieweather, District Staff - The districts budget committee has looked for escape goats to fix the budget issues that occurred long before Covid-19. Now Covid-19 is being used as ploy to achieve a previously held goal. Going behind closed doors, and not have any discussions about the proposal of a permanent online school option, does not enthrall trust back into the district. The success rate of online schools are very low, just look at neighboring districts. Hillsboro has 32% of students who are enrolled online, demonstrating proficiency in math with 67% proficient in reading. Also, equity is another large concern. Looking at data from other online programs, race and financial make-up are disproportioned with them benefiting students with privilege. This proposal does not align with the districts equity goals nor does it serve as a benefit to our students or staff.

Alvaro Francisco, District Staff - It has come to our attention that you may be moving toward a full time comprehensive K-12 online option. It has been evident that with the pandemic and emergency closure that there is so much inequity with ALL of Beaverton's students having access to their education. From wifi, to Special Education support and specially designed instruction, English language learning, free and reduced meals, and also just the knowledge and security that adults are looking out for their total well-being. Expanding the FLEX program makes sense for those that can "afford" it. Affording it means that one adult can support the student or students at home without taking time off from work, they have wifi access, and the student is motivated to attend all classes online. Given the lack of student engagement at Mt View during the emergency closure (and not necessarily by student or parent choice), it's clear that so many would fall behind and the District's motto of "embracing equity" would not be applicable.

Colette Cassinelli, District Staff - It seems though the new FLEX online school is being rushed to be approved without much consideration or oversight. Could current BSD staff be "transferred" to FLEX without their approval? I understand we don't want to lose those students (and their funding) but is BSD really prepared to run a fully online school that does not completely rely on the APEX curriculum? I think approval should be held off until more answers are given.

Charissa B Brock, Parent/Community Member - BSD needs to provide a safe and inclusive space for all students, especially for Black students and all students of color. Please eliminate the Security

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Resource Officers from our schools and reinvest the funds into programs that improve safety, accessibility, and equity of educational outcomes for students of color. I'd like to see the district develop a strong anti-racist approach that offers culturally specific and culturally competent trainings for staff and services for students. 65.8% of the district is white, 13.8% is Latinx and 2.4% are black. Yet, referrals to law enforcement by resource officers are 30.6% Latinx and 10.1% black. This needs to change.

Katja Freeborn, District Staff - Please remove SROs from the schools and use the dollars to hire additional counselors and wellness coaches. Our students need help, not police presence. If there is trouble needing police intervention, we can call them, just like any other institution. Our students and families of color do not need more trauma.

Nikki Suydam, District Staff - It has come to my attention that BSD intends to create an online school for the coming school year. Given the global pandemic, this is understandable; however, at no point in discussions on what the 2020-2021 school year will look like was this plan ever mentioned stakeholders—students, teachers, or parents. Considering the immense budget cuts looming on the horizon, it seems counterproductive to institute a new program (or expand the existing Flex program) without a thorough analysis at both the economic and educational level. The past few months have shown unequivocally that online learning is not an effective method of educating young people. That the district would move forward with such a plan without consulting teachers or parents is very disturbing.

Jen McMillen, District Staff - Why spend time and money creating a new virtual school when we already have one? Reinventing the wheel is not going to be cheaper than improving the wheel we have.

Liz Fennell, District Staff - I am writing to express my concern in having a permanent online schooling for K-12. As a Kindy teacher, I know just how critical it is for these students to be in an environment with their peers where they can grow and practice their social skills, empathy, and learn socioemotional regulation skills. This cannot happen in an online environment. Now, more than ever, our society is telling us we need to learn from others, we need to learn about how we are different and what that means. We need to be in a community where we are valued and represented. This does not happen through Zoom. Most importantly, online school is not an equitable format. My most vulnerable students have not been able to access school since our initial shut down. There are so many road blocks; internet, poverty, language, parent accessibility to technology, ect. Students need to be in school with a positive role model and a safe learning environment where they will receive the best possible education.

Tina Bowling, District Staff - Moving toward a full-time comprehensive K-12 online option is NOT equitable. It has become clear during the pandemic and emergency closure that students don't have equal access to their education in an online environment. The amount of student participation in my classes at Mtn. View was barely 25%. There are so many hurdles to accessing online learning that it is absolutely NOT equitable. This program will disproportionately benefit students with privilege.

Krista Dorr, Beaverton School District Student - I would like to know how much the FLEX k-12 program will cost, specifically the amount for elementary students. Who will be teaching the curriculum, will the teachers be doing this from home or in a school building? , Is their pay the same as a teacher in the classroom? How will teachers be selected to be the instructors?

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Taylor Morrison, District Staff - Makes sense to expand the Flex program and save jobs for staff

Kyle Piper-Smyer, District Staff - I am concerned about the creation of a PERMANENT k-12 online school. There has been no consultation on this school with BEA members. Online options need to be present during an emergency and should these decisions should be made in consultation with teachers and staff. This proposal seems sneaky. Why a permanent online school? Why not consult with BEA?

Kerensa Brougham, District Staff - I'm concerned about the sudden vote to establish a BSD online school, without stakeholder input. As we've learned this spring, lower SES families (often of color) have fewer resources and bigger challenges to success at online learning. Not just technology, which BSD could provide. Many families don't have mom or dad able to supervise online work, locate resources, or motivate their kids to persist. Many students are on their own for all of this, making it difficult to succeed without built-in supports. For white families, it could be an easy choice to keep their students safer at home. For non-whites, the choice might be harder: Is academic success more important than risk of exposure to COVID-19? Right now, it looks like BSD hasn't thought these issues through. I sincerely hope this isn't because BSD is pushing an online school through, using the pandemic as an excuse. But this is how it appears, especially as many teachers may not have seen the email yet due to the Furlough Fridays.

Katie Gillard, District Staff - There has been no information communicated about this proposal to the BSD staff and community. Before voting on this, BSD should clearly outline the following: How will it be funded? Who would staff it? How would all students access it? What input has been gathered from families and/or staff about this decision? Why is this being voted on when there is a budget crisis?

Molly Connolly, District Staff - Hello. I'm greatly concerned that there is a proposal to spend money on creating a permanent online school when money is tight and the future is unknown. I understand that during the pandemic, a temporary online school may be necessary. However, if permanent, it is inequitable for you to be giving funds to a group of students who have the privilege of staying home to work. Not every family has the choice to let their child learn from home. We all saw that the quality of engagement dropped this spring. It is not possible to teach the same amount of content online as we did in school. Of my 6 students who were engaged the whole time, I know they had family at home helping them through everything. Most families aren't able to double check work and sit with their child during class. I encourage you to listen to the BEA. The BEA are your teachers' voices, we have the current hands-on-experiences, and WE are valuable accents when educating our top priority, our students.

Amanda Elegant, Parent/Community Member - The data is clear, having police officers in schools, and the budget drain they cause, only leads to increased negative impact on minority students. We are asking police officers to do jobs that they do not have the training or qualifications for. We should instead be putting our resources into positions that allow the to help the children with trauma informed care, and assessment skills to help students. Students who have histories of neglect, poverty, abuse or learning disabilities are sent into the juvenile justice system, which serves them no justice at all. These students instead benefit from additional services such as teachers, counseling, and health services. In addition, there is no data to show that schools are safer with SRO officers, according to the Justice Policy Institute. I strongly urge the Beaverton to end the SRO program, and use the money to serve the students better, with teachers, counselors, and nurses.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

April McAllister, District Staff - The Centers for Disease Control recommends 60 minutes of physical activity per DAY. PE guides students achieve goals and the importance of a team. Teaming is a vital concept in today's society. PE teachers loop with students, offering consistent & positive support, increasing self-esteem. Many students do not have the financial and/or parental support to engage in physical activity outside of school. PE supports SEL learning. Exercise sharpens thinking and improves mood, neural pathways & executive functioning, & problem solving. PE develops the whole body: cognitive, physical & social/emotional health. A journal article in the National Center for Biotechnology Medicine found, "Regular exercise can enhance vaccination response, increase T-cells and boost the function of the natural killer cells in the immune system. Exercise also lowers levels of the inflammatory cytokines, causing cardiovascular disease; type 2 diabetes; osteoporosis and some cancers" (Sander, 2012.NCIB).

Jocelyn Nelson, District Staff - Before the board votes for expanding the FLEX program, we need more information. It should be temporary, not take teacher jobs, and needs to be tested and reviewed by teachers and families at lower grade levels which would be new to it. The concern is that permanence based on a few sentences could result in the loss of many teacher jobs in the long term to be replaced by an internet program, as well as the loss of real authentic educational experiences for students when the need for this had passed.

Aine Sonnen, District Staff - Educators have seen that during COVID-19, distance learning has exacerbated existing inequities in our system. Anecdotally, it sounds like students with disabilities, students who are language learners, students navigating poverty, etc. have not been highly engaged over the last few months. BSD investing in a permanent online school that doesn't align with the BSD Equity Policy. In a time when BSD is making commitments to rooting out institutional racism in the district, it is problematic to be creating a new program that will likely disproportionality benefit students with privilege. This perpetuates institutional racism.

Sherri Anderson, District Staff - While it is timely that BSD is approaching the idea of distance learning for the future, this has not been planned or thought through and will further push the district into equity issues with students and staff. This reads as a desperate attempt to lose funds from families with the means to pay for on-line school for their students. A true distance learning option would be developed with the support of BSD staff and with adequate time. Not rushed out over a 10 week period. This is dubious at best, deceptive at worst.

Stephen Hammond, District Staff - I have learned that there is a proposal included in the 2020-21 BSD budget to create a permanent online K-12 school. If so, this is being done with very little discussion or collaboration with district educators, either as individuals or through the BEA. This is a huge step to take so hurriedly and with so little discussion, with potentially huge ramifications for budgeting and teacher assignments, along with potentially other unforeseen effects. I strongly discourage approval of this proposal at present, and I urge that it be tabled for further discussion before implementation. The already existing FLEX online program can be used and, if necessary, expanded to accommodate greater student need for online learning caused by the coronavirus pandemic.

Paul Voas, District Staff - RE: Proposed ONline school is not a good idea. I have been teaching 4th grade online since March. I started early, reached out to parents often and many different ways. Online learning is less than ideal and after this experience I would never accept an online degree, and many classes, unless my business dealt with online work. It has no validity or way of confirming who did the work, and the amount and quality of work was terrible. Teaching was inefficient as it

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

was as. much or more work and less quality with very poor results. An equity issue with technology and high speed internet access. A flipped classroom might work but a permanent online school is a horrible idea. Are you all succumbing to the pressure of privatization and big tech companies like Pearson?! Save money and cut invalid toxic SBAC/OSAS tests.

Lisa Twain, District Staff - After participating in distance learning over the last three months, I have many misgivings about the efficacy of voting on a serious topic without full discussion about the pros and cons. Those that have been struggling through distance learning deserve the opportunity to share their experiences and concerns. I am concerned about lack of social interaction. Students increased fascination with technology has already damages social interaction and ability to related to others. Distance learning has no magic button to instill self motivation or time management skills, which are required for D.L. Chances for distraction significantly increase, inability to get immediate feedback, malfunctioning software/hardware would bring learning to a standstill. Distance learning also complicates the nature of the tech used, as it limits online education to students who are computer and tech savvy. Students, families, and educators deserve to be part of the discussion!

Scott, Parent/Community Member - I am writing in support of the school resource officers. As a parent I feel like my kids are in a safer environment because of the officers. It is a deterrent for something on a larger scale happening. It also makes the kids feel safer in school knowing if something happens there is someone there to help support them. The fact is, our high schools are very large in numbers and things happen and it seems to be getting worse. By taking the officers out of schools you are putting rule following kids at harm as well as the staff that will have to deal with dangerous situations. It is your job to protect our staff and kids!

Jennifer, District Staff - Please remember in this frightening time the college and career center should be fully staffed. The most frightening thing about high school is fear that you won't launch into adulthood successfully. Make sure our students have access to recourses, lessons and adult support for their launch into adulthood. Including how to write a resume, prepare for a job interview, goal setting and having a scope of plans in place upon graduation.

Courtney Bird, District Staff - To Whom It May Concern, The School Board is voting to authorize the creation of a permanent K-12 online school in BSD. As we have been teaching online since March, it is extremely apparent that investing in a permanent online school doesn't align with the BSD Equity Policy. Additionally, this decision will perpetuate institutional racism. This form of education doesn't meet the needs of all students. Students, teachers and parents struggled significantly during this time and high academic learning was not obtained. Students were not highly engaged in activities and many students especially striving students could not access online learning or Zoom meetings. To promote student development and teach students at their rate and level teachers need to make connections with students that are personal and trusting. Students need to have a safe environment in which to learn and feel valued. To do this we need to be in a classroom environment, this cannot be done through a computer screen.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



PUBLIC COMMENTS

Due to Covid-19 state-wide restrictions and in keeping with the efforts of social distancing the meeting of the Beaverton School District School Board for June 15, 2020 will be conducted online.

Public Comments were accepted by online form submission from 12:00 p.m. on Thursday, June 11, 2020 through 12:00 p.m. on Monday, June 15, 2020. Comments received are below.

Amy Knutson OSEA, District Staff – Good evening My name is Amy Knutson. I am stepping into the role of OSEA Chapter 48 President. I would like to thank the BSD and OSEA bargaining teams for all the time and careful considerations invested in the tentative contract agreement. I am particularly grateful for the persistence demonstrated in continuing negotiations throughout this uncertain spring term. I am happy that we passed the ratification vote with strong member support. A strong contract is particularly valuable to our classified staff now with so many questions about what next year will look like. I thank all of our staff for digging deep to address all the different needs of the district in the wake of COVID 19. In every department and classification our members stepped up in new ways to meet the needs of our families and we are committed to continue to pivot so that we can give our best to the community. I look forward to the coming year and facing challenges head on as we shape what education into the future.

Jodi Monroy, Parent/Community Member - Please remove SROs from schools. The very presence of police officers in schools contribute to a climate for many brown and black students that increases fear and decreases security and a place of belonging in school. SROs do not contribute to a safer environment at schools, and if they desire to build relationships with diverse students lets encourage them to spend unarmed and un-uniformed time on the basketball courts with kids or volunteering in schools. The school to prison pipeline is a very real thing for students of color. In 2015 BSD referred 30 students to law enforcement. 20 of those were students of color. SROs contribute to funneling children into the criminal justice system and have no place in schools, much less in school budgets when those resources could be better utilized providing support services that are prevention oriented instead of reactionary. Let's take a moment and listen to our underheard student voices. This is the time.

David Haywood, District Staff - Nationwide, SROs have demonstrated the same racial bias in schools as they do outside of them. Children do not deserve to have their behavior criminalized. They need help from social workers, school psychologists, teachers, administrators, and other support staff.

Kelly, Parent/Community Member - Please consider following PPS's brave lead in removing SROs from our schools. Funding mental health supports is far more effective and equitable in making our schools safer than SROs. BSD needs to stand on the right side of history when the reckoning comes for schools.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Ayeisha Haswarey, Beaverton School District Student - Please remove SROs from BSD schools. They are a damaging presence and contribute to the schools-to-prisons pipeline that ruins the lives of so many Black and non-White kids here in Portland and all over the rest of the country. Additionally, they have been damaging specifically within the lives of my cousins and my family in general through unwarranted investigations into us following an incident of misbehavior by my cousin. The BSD SROs' investigation into my father (despite my cousin being the one who misbehaved) was based purely on racial and religious profiling. Predictably, they found nothing indicating their incorrect and racist assumptions to be true. Instead, they caused unnecessary stress and turmoil within my family. Once again, SROs are a damaging presence on campuses and in students' lives and they must be removed. Thank you.

Alex Busche, District Staff - While my statement is over 1000 characters, it's under 2 minutes every time I have read it. Please use this link to access:
https://docs.google.com/document/d/1rcVhAHDZmu3Oal0OLZYd02j_Boh9bioMEmhDx3g7fwk/edit?usp=sharing

Kristen Payne, Parent/Community Member - We have learned in the past weeks that our BIPOC and other systemically disadvantaged students often have negative experiences with law enforcement officers. Given the light shone on this issue, it seems important for BSD to reevaluate it's relationship with law enforcement/SROs. Please consider having external & culturally sensitive facilitation of listening sessions and focus groups with students and families as you consider what is in the best interest and safety of our students.

Lisa Gilham-Luginbill, Parent/Community Member - I live next door to Montclair Elementary School and have lived in the Beaverton School District for much of my life. As a drama teacher, I taught after-school drama at many Beaverton Schools, including Bethany, West TV, Terra Linda, and others. I am writing to ask you to remove school resource officers (SROs) from the district and to re-allocate that money to services that actually make students safer - mental health support, after-school programs, more teachers, parent support, art classes, etc. School needs to be a place where all students feel safe and we know that black and brown students are more likely to be suspended, arrested, and disciplined at school. The argument that these officers make school safer doesn't take into account the fact that many students of color do not feel safe around law enforcement and are more likely to encounter police violence than their white peers. Let's invest in what actually supports a safe and secure community. Thank you.

Lexy Kliewer, Parent/Community Member - SROs should be eliminated from Beaverton Schools. They have been proven to discriminate against students of color and not support equality. Funds focusing on eliminating disparities and lifting people up are imperative. We don't need to fund services that continue to support systemic racism.

Sayed Qasim, Parent/Community Member - Remove SROs from Schools!

Amanda Morrison, Parent/Community Member - As a parent of a child in Beaverton schools I do not think there is any place in Beaverton schools districts budget for SROs. That money can be reallocated to counselors and crisis intervention workers. The school districts busget is already going to be a mess with Covid issues and the last thing we need is to have any sort of contract with the already vastly overfunded law enforcement agencies in the area. My child has also seen SROs treating BIPOC very differently than heteronormative cisgender white kids and this needs to be addressed immediately. Thank you.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Dave Nabors, Parent/Community Member - I see that remote learning options are on the table for next school year. How is a family with working parents (or a single parent who works) supposed to enable their elementary age or special needs child to participate in remote learning if they work during school hours? Remote learning seems like an option that benefits a privileged few while leaving most kids behind.

Lisa McGarvey, Parent/Community Member - I would like to give comments on my school's involvement in distance learning in regard to online PE and Music classes. We had two students this spring that participated in distance learning at Sexton Mountain Elementary. The online lessons provided for PE and music were excellent, they helped both our fifth grader and our first grader in so many ways. They provided interaction with a very missed group of teachers, helped them learn skills such as resilience, perseverance, and creativity. Also, providing needed exercise and skills development for PE and knowledge of rhythm and melody for music. Plus they were a lot of fun too! I feel so very grateful that we had teachers that could do so much with so little time to plan and prepare. I truly felt they were a very needed part of the elementary curriculum even during our time spent at home, as both PE and music provide a different kind of brain development that is critical during elementary school. Sincerely, Lisa McGarvey

Evan McGarvey, Beaverton School District Student - As a student at Sexton Mountain Elementary School, PE (Physical Education), PE impacted my life as a student a lot. As PE taught me how to use certain skills such as throwing, catching, agility, it also allowed my health and cardio endurance to improve. This helped me in so many ways. I was able to become a great runner and sports player thanks to PE. As PE can be as fast and fun as I like it being, it can also slow down and make people, like my little sister, get the physical activity she needs at her own speed. As you can see, PE is a good thing for everyone. As we round the bend to Coronavirus time, we see the PE seesaw activities. These were very well fitted for everyone. They were perfect for all of the ages. PE is an Important skill for everyone. It is a kind of thing that everyone needs PE is something that needs to stay. From, Evan McGarvey, 5th grade

Evan Tyler, Parent/Community Member - My name is Evan Tyler and I write to you today as a teacher, concerned community member, and future parent whose children will be students in this district. I want to express my support for the removal of school resource officers from all BSD schools. The presence of SROs in schools has been shown in multiple studies to increase the criminalization of student behavior, which leads to both physical and psychological harm done to students in schools, where students are most in need of a safe, caring environment. This harm is felt most specifically by students of color and students with disabilities. In their paper, "Bullies in Blue: Origins and Consequences of School Policing," the American Civil Liberties Union's first recommendation is to end the routine policing of schools. I urge the school board to end its history of bringing officers and the criminal justice system into our schools. These funds can then be used to support students in other more equitable ways.

Belinda Arnold, Parent/Community Member - Trying to find out if there is any information about sport's programs for the 2020 fall season. Thank You,

Caroline Ott, Beaverton School District Student – Hi! My name is Caroline Ott and I just finished 4th grade at Sexton Mountain Elementary School in Beaverton!! I enjoy PE because it keeps me motivated, and I like making the activities fun so I don't think of them as boring. Some of my favorite activities are tetherball, obstacle course, and jump-roping! I love PE because if I'm not feeling very happy, it helps me focus on having fun instead of feeling down. PE is so much fun because you can

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

do it outside or inside – you can make it anything you want! It could be walking, running, playing some type of sport, and so much more! I like to think of PE as something fun to do! It helps if the activities are fun, and I love that about Mr. Miller and Mr. Blake because they always make the activities fun and exciting!

Shannon Schilling, District Staff - Do not create an online school in the BSD for next year. We need to figure out how to do real school with all of its nuances, not flippantly and secretly adopt online school.

Megan Stauffer, District Staff - It comes as quite a surprise to me, that BSD is looking to approve a permanent online school without any input from the people that will likely be tasked to teach from that platform. Also, seeing that we already have an online schooling option, temporarily expanding it during this pandemic seems like a better, more budget friendly option when so many schools will already be feeling the budget constraints thrown upon us. However, my much larger concern comes with the huge inequality issues with this school. I have personally witnessed a lack of engagement from my disadvantaged students that can only be described as exacerbated due to being forced into distance learning. If the district truly wants to stand by its Equity Policy and Pillar, creating this permanent online school does not fit with the beliefs. Creating a new school will likely disproportionately benefit students with privilege and THAT perpetuates institutional racism. Be a source for change not a continuation of a problem.

José Solares-Vega, District Staff - I would like to hear from the Board the qualitative and quantitative data gathered from families or staff that supports this Online School recommendation. Teachers and families can provide testimony on the numbers and level of engagement students were able to demonstrate during the distance learning experience we completed. Please elaborate on items # 1 and # 8 of BSD Equity Policy items and illustrate how the recommendation aligns with them. Is this recommendation what best supports learners or what works best for the district? How does the recommendation address equity; learners with disabilities, English language learners, poverty, access to technology, and technologically literate learners and educators? Has this recommendation been discussed as a part of the bargaining process during budget conversations? Thank you,

Briana Tresenriter, District Staff - Creating a new permanent online school is not equitable to all families. Yes, it will keep some students safe but some of my students weren't able to access this distance learning model due to parents being unable to support them. Please reconsider making the online school a permanent addition to BSD.

Kellie Rice, District Staff - It has come to our attention that you may be moving toward a full time comprehensive K-12 online option. It has been evident that with the emergency closure that there has been significant inequity with ALL of BSD students having access to their education. From wifi, to Special Education support and SDI, English language learning, free and reduced meals, and also just the knowledge and security that adults are looking out for their total well-being. Expanding the FLEX program makes sense for those that can "afford" it. Affording it means that one adult can support the student or students at home without taking time off from work, they have wifi access, and the student is motivated to attend all classes online. Given the lack of student engagement at Mt View during the emergency closure (and not necessarily by student or parent choice), it's clear that so many would fall behind and the District's motto of "embracing equity" would not be applicable.

Margit Lamey, District Staff - While I am not entirely sure that Beaverton isn't just following suit with all of the surrounding districts, I am asking that we think very carefully about this implementation of

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

a permanent online learning component. Perhaps we simply don't want to lose the money that would go with students as they try to find private online services, let us not forget the true nature of public education. We are here to serve the students. All of them. We need to be putting our money and time, first and foremost, into the children that we serve. Online learning has been very difficult. Especially for the students who were not able to participate due to family constraints such as caring for younger siblings and family struggles. This was the case for over half of my class in the last few months-- and things will not be different in the fall. When we put our time, energy, and money (that we are short of!!) into programs like this, we are taking it away from families who need our support IN PERSON.

Regina Kawasaki, District Staff - I am concerned about the BSD department of Teaching & Learning proposing creating an Online school. They are claiming this is in response to COVID-19 and parents not feeling safe sending their kids back. However, this isn't a temporary intervention, it's creating a new school. We should be working together on plans to ensure ALL staff and students return safely, not creating a special school that will keep a small group of students safe in an online format. The district hasn't gathered data from families or staff to inform this decision. Educators have seen during COVID-19, distance learning exacerbated existing inequities in our system. Students with disabilities, students who are language learners, students navigating poverty, etc. have not been highly engaged over the last few months. BSD investing in a permanent online school doesn't align with the BSD Equity Policy. Thank you.

Laura Umiger, District Staff - I am very concerned over the vote to create a permanent online school when this has not been discussed with our union even once during the distance learning process. My experience as an educator was that distance learning exemplified existing inequities. Families with internet access, a parent that was available to assist and teach their child, English speaking homes, were all at a distinct advantage in distance learning. Without analysis of distance learning's successes and failures, why is this being brought to the school board for a vote? This ignores the input of teachers and parents. We had to move quickly to an online format with the closure, however, we are at a point when more thought and discussion must be done, especially now that we have had the experience of distance learning in our district.

Tyson Erion, Parent/Community Member - An online program for BSD is not an equitable option for our most disadvantaged students. If we've learned anything from the past 3 months, let it be that our most disadvantaged students need more support, not an online program meant to only serve those families that can afford the particular benefits of online schooling.

John K. Wickham, District Staff - I'm wondering why the district is fast tracking the new Flex Online School? I am also wondering why the Beaverton Education Association leadership has not been part of the conversations about this new school. Why do we need to create an entire new school? Could we just expand the current Flex Online program to fit our needs during interim period of this pandemic. I also have questions about this new Flex Online school and how it will align with the district's equity policy? Will all students and families have an equitable opportunity to become part of this new school?

Lexie, District Staff - I understand BSD is looking to create an online school for the 20-21 school year. The purpose behind this is to offset the impacts of Covid-19 and provide a distant learning option for parents to choose, but I worry about the inequity of this. If the physical school is unsafe for students, it is also unsafe for teachers to return. Additionally, the students that would be able to access a remote learning program likely have more support and resources at home, furthering the inequity

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

for our less privileged. I ask that you take these considerations in mind and also only make a decision for the next school year and not a permanent online school. Thank you.

Bill Bailey, Parent/Community Member - Most families will be using an online school as a temporary way to get an education with plans to return to school as soon as they feel comfortable with COVID. Will we be using these funds to employ Beaverton teachers and align with BSD learning targets? If we are simply "farming it out" we are doing an injustice to our students that sign up for this.

Amy Evans, Parent/Community Member - I know there are people who feel unsafe with a person with a gun in school. There are also people who feel safer because there is someone with a gun there to protect them in case of a school shooting or some other situation. I would rather error on the side of having police in the buildings. What if something happens and a cop with a gun could have prevented it from happening. Let's not swing too far one way. It's like we have forgotten that very very recently there were people calling for teachers to have guns to protect our kids, not that I want that either.

Morgan Skjeie, District Staff - If BSD chooses to open an online school they will not continue to be equitable. Have they listened to nothing educators have shared? Not only has online schooling been incredibly difficult, but the gap between students has widened significantly. This online school will cater to students who have parents at home and the technological capabilities to support this program. I feel during this time it is a shameful act and goes against everything our district stands for, everything that makes students, parents, and staff proud to be a part of it.

Jennifer, Parent/Community Member - The School Resource Officers are a valuable part of our school district. After the latest school shooting took place my middle schooler did not want to attend school again. She went back with peace because of the placement of an officer in her school. When we were discussing how some Districts were removing their Resource Officers she said, "But that's who make me feel safe."

Jennifer Hoyt, Parent/Community Member - I would like to ask BSD to remove School Resource Officers from ALL BSD schools. Managing students should not require police presence. BSD should instead use those funds to hire staff that is competent in cultural, racial, and child development. It's time to approach our students who need support with understanding, and not a heavy hand.

Lauren McCartney, District Staff - I'm shocked that the District is asking the School Board to approve a new FLEX school in the District without transparency about how this will be implemented. Who is on the Return to School teams? Which community groups will be involved and how? How will input from families most negatively impacted by on-line learning be supported? What did the results of the Certified Staff Survey say? Staff talk did not have all the results, and we haven't seen a plan to address the inequities: students with disabilities, students who are language learners, students navigating poverty have not been highly engaged over the last few months. How will BEA be involved? What about removing SROs as a step towards ending institutional racism in the District? In a time when BSD is making commitments to rooting out institutional racism in the district, it is problematic to be creating a new program that will likely disproportionality benefit students with privilege – this perpetuates institutional racism.

Mary Cay Robinson, District Staff - I am concerned about the consideration of families having an option of online learning. I strongly believe that we need to be equitable in our delivery of education

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

for our students and teachers. It seems to me that those families with the means will be able to choose online learning and those without the means will have no choice. What would our classrooms look like if this were the case. I support online learning under these Covid-19 circumstances but only if it happens for all students.

Elizabeth Tufty, District Staff - On line school needs to be vetted by the stakeholders, including staff and families. Our hybrid model should look like the on-line school, and that will take some work on all of our parts. Jumping in to adopting an on-line school without support from all makes it a doomed effort. Take time-what is the rush into this????

Julia Barto, District Staff - I am very concerned about the proposed creation of an online school. These past few months have been trying and uncertain for all stakeholders and I can understand why this seems to be a good step. However, it is a very hasty decision being made without considerations of budget or in conjunction with teachers. The district has a tendency to jump on board with new ideas quite quickly and this new idea can turn out to be quite a drain on resources, time, and energy. Please put effort where it is needed-in a collaborative model addressing ALL stakeholder needs

Jennifer Meyers, District Staff - As a current Kindergarten teacher in the district, I have direct and current experiences with distance learning. While academically, I found that most of my students were satisfactorily served, it was a challenge to maintain the overall sense of community in my classroom. Students, families and teachers had to partner together to ensure success. For most students this was not an issue, but for several of my students, this model did not work and there was limited or no participation during distance learning. Unfortunately, these students were some of my lowest students that could not afford the massive gap in learning opportunities lost this year. As most teachers, I did all I could to encourage participation and regularly appreciated the hard work that parents were having to do on a daily basis to keep their children connected to the classroom. Working families were struggling the most, as parents were working at home and having to assist their child with most learning tasks.

Rina Miyamoto-Sundahl, Parent/Community Member - Hello, my name is Rina Miyamoto-Sundahl and I am a Spanish/English Two-Way Immersion teacher in Washington County. I live in Beaverton. I'm asking the Beaverton School Board to remove school resource officers from schools in their district. Beaverton School District has a strong equity vision and I personally know that the Beaverton School District has a thriving Two-Way Immersion program that has been successful in serving students of color, including or even particularly Black students. In light of current events and concerted efforts from Black-led organizations to raise awareness about the importance of decreasing unnecessary police presence in our daily lives, it appears clear that removing school resource officers from our schools would be a step forward in solidarity with our Black students and families. I hope that the school board considers this as a natural continuation of Beaverton's equity work. Thank you.

Ben Goodwin, District Staff - I concur with Portland City Commissioner Jo Ann Hardesty that a budget is a moral document. While I recognize that this is an incredibly challenging time to balance our priorities, I firmly believe educational equity needs to be placed at the top of the list. It is urgent. We as teachers, administrators, and school board members have not prioritized serving BIPOC students the way we should. It is past time to start. In an already strained budget cycle, creating a new Online school puts badly needed resources into something that will disproportionately serve white, wealthy students and families. Every bit of funding we have needs to be spent in ways that will benefit ALL

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

students, not just those whose parents have the privilege to work from home. I know members of the board value equity in principle. It is time we put our money where our mouth is.

Bridget, District Staff - After having heard that BSD is wanting to launch online school for the 20-21 school year, I and adamantly opposed to this. As an elementary teacher I have seen first hand how this doesn't not work. This past spring I watched my fifth graders slowly unravel as the work began to get more difficult. I found many of them lying to their parents about the work they had completed and refusing to fix any work that I might send back. My sweet responsible kids became people who I didn't even know. I spent much of my time tracking down uninterested students as well as communicating the lack of progress to parents. It didn't matter if I wore a costume, promised candy, or played games during our Zoom meetings, kids weren't there. Elementary students are ill equipped to manage their own schedules or stay on top of the organization that is required of a strictly online school. Please rethink having this as an option for our kids.

Jen Nevarez, District Staff - I am asking that as the district moves forward with planning for the 2020-2021 that they work in collaboration with other local school districts. I live in Tigard and have school age children who attend the Tigard Tualatin School District. I am excited about the possible return to my classroom this coming year, but if I do t have a similar schedule to my children's school district we'd have no child care and affording it would be nearly impossible. Please keep families like mine in mind when approving a plan for the upcoming school year.

Jessica Lynch, District Staff - I have grave concerns about the inequity that results from distance learning and thus would be present in an Online School. I work with some of BSD's most impacted students with disabilities and I saw a dramatic decrease in skill and participation during our distance learning time these past few months. Providing online school will only exacerbate the inequities that already exist in our system and provide more for the already advantaged of our students.

Colleen Biller – District Staff - Members of the School Board, I am a teacher of the district. When voting on Flex Online School measure, please take several things into consideration. We have seen more than ever during this pandemic, the inequities in our school district and in the education systems at the state and federal level. Students are not receiving the education they deserve, be it accessibility, capability etc. It is my belief that adding a permanent online school with exacerbate these inequities. Please think of intention versus impact white voting on this measure. We need to work together to formulate a plan for safe schools during the 2020-2021 year to make ALL families and students feel healthy and safe. Thank you for your time.

Jennifer R Singleton, District Staff - I am very upset about the sudden creation of an online K-12 school in the BSD. This option already exists through the state for parents that can support their children at home. Why, when facing ANOTHER year of frightening budget shortfalls would we invest in an option that is reserved for the very privileged. In light of recent events, and the BSD's long-standing pledge to foster equity, I am bewildered. I can see where this is headed, and it makes me sick. Live up to your Pillars and do better, Beaverton. Invest in ALL of your kids, support ALL of your teachers.

Molly Hylton, District Staff - Hello School Board, I am very concerned that the students with the highest needs will not be met such as students with IEPs, Language Learners, those that are navigating poverty, or experience a lack of internet. Please consider partial on-line school and access to campus learning for students. I would hope that the Board would create opportunities for discussion on these issues. Thank you for your time.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Renata Giacomini, Parent/Community Member - As a parent of the Beaverton School District, now more than ever I urge you to focus on equity and social justice. Ensure that our children have access to an inclusive anti-racists curriculum that represents all our students. Value multicultural education. All teachers and other school staff participate in high quality equity training. Remove SROs from schools and invest instead in counselor, school psychologists, and/or social workers. Ensure that your staff that represents the student population. Focus not only on hiring, but also keeping, promoting and especially listening to your staff of color. Share profit from PTOs equally between your schools so the lower income schools have a fighting chance. I'm happy to partner with you on how to do this as I am a school psychologist and look forward to your response on how you reconsider serving each student. Renata Giacomini

Katja Freeborn, District Staff - 1000-character-comment??? We need to be working on getting students and teachers back into the classroom safely, rather than starting new, top-down initiatives, with lack of documented success. Our local teacher's union, was only informed FRIDAY, that you will be voting on opening a completely online school tonight. Did we not bargain to be part of the "new initiatives" planning process? As a High School Language Arts Teacher at AHS, I must ask you to consider the data being released regarding the relationship of high poverty and success with on-line learning. There is research showing the success rate of online learning is double for high income students. We must not fall into the trap of creating a space of inequity, based on income levels. Surely the BSD does not want to create a school at which only high SES families will be successful and more than ½ of low SES students will fall further behind their cohort and peers.

Heather McCollum, District Staff - It's so disheartening to find out that BSD is planning to start an online school without feedback from staff and community members. This is not the time!!!

Renee Oaks, District Staff - I've learned the board is looking at a permanent K-12 online school. I understand no parent or staff input has been sought on this topic. I want to provide some information on my experience with remote learning this spring. As a staff member I found I was working more hours than in the typical school day - new technologies to learn, new tasks to complete. As well, I found there was a huge gap for staff on what was expected for ourselves and for our students. As far as student learning and participation, I had about a little more than half of my class participating weekly. The majority of the students who participated regularly had a good family support structure to help them at home. When I look at those students who did very little work or no work at all, they tended to be students whose families speak other languages, people with no internet or those living in poverty. Online learning was not equitable to all kids- those struggling fell further behind; not to mention socially behind.

Vanessa Rousseau, District Staff - This year my intervention position was split between a Title and non-Title elementary. I would agree with the concerns regarding students at my Title school engaged significantly less often than my non Title school. Having less "brick and mortar" school time would be a huge disadvantage to our community. This would only increase the gap in all areas of academics and the economic future of these and all students of the Beaverton District.

Melissa Mayes, District Staff - Although I feel like we have done the very best we could under the circumstances of learning to become remote teachers in about a one week time period, there are SERIOUS equity issues with this model. Not all children were able to access a remote education. This was a case where the rich got richer and the poor were loaned Chromebooks and hotspots. The difference between children connecting on personal iPads over stable internet were striking in

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

comparison to those using the district Chromebooks. Not all children have parents home who can facilitate their child's education. In my class about 1/3 of the children completed the assignments on Seesaw and about 1/2-2/3 participated regularly in Zoom class & small group meetings, so the remainder of my students missed 1/3 of their school year. If it's true that this virus doesn't live long on surfaces as the CDC has reported, then we need to open up our playgrounds this summer. Children who live in apartments need a place to run and play.

Alisa Harvey, District Staff - I am deeply concerned about the creation of a permanent online school. Superintendent Grotting hasn't informed staff about this proposal, and yet the School Board will vote on it tonight. It is alarming because parents aren't the only ones worried about re-opening schools in the fall; staff are anxious, too. A special online school only keeps a small group of students safe. The district hasn't gathered--or shared--any data from families or staff to inform this decision. BSD already has an online program (FLEX) that can be temporarily expanded during the COVID pandemic to meet the needs of these students. In addition, I am worried that an investment in a permanent online school will exacerbate existing educational inequities in online learning. From our experience with remote learning this spring, we as educators know that it was harder for students with disabilities, those navigating poverty, and our ELL students. We must make decisions that align with our BSD Equity Policy

Liz Fennell, District Staff - I am writing to express my concern in having permanent online schooling for K-12. As a Kindy teacher, I know just how critical it is for these students to be in an environment with their peers where they can grow and practice their social skills, empathy, and learn socioemotional regulation skills. This cannot happen in an online environment. Now, more than ever, our society is telling us we need to learn from others, we need to learn about how we are different and what that means. We need to be in a community where we are valued and represented. This does not happen through Zoom. Most importantly, online school is not an equitable format. My most vulnerable students have not been able to access school since our initial shut down. There are so many road blocks; internet, poverty, language, parent accessibility to technology, ect. Students need to be in school with a positive role model and a safe learning environment where they will receive the best possible education.

Amy Grey, District Staff - On the topic of building a remote learning school in BSD, I ask that you exercise caution. This is not something we should be jumping into. Our numbers have clearly shown inequities in remote learning that will be allowed to fester and further widen the achievement gap with out very precise and strategic planning. I am not convinced that has been done, as no staff or BSD families were polled in the decision to create a completely new learning environment. This is not something we should be diving into blindly. This needs more than a few months of planning and it definitely needs collaboration from stakeholders. We have to be sure this is an equitable option.

Vicki Weiss, Parent/Community Member - The resource officer has a great relationship with students. All students know him at Westview, but he's more like a "just in case" resource. He fosters security for the students. Without metal detectors, the high schools need competent officers. I will pull my son out of Westview if you remove the officer.

Andrew Dennis, Parent Community Member - I am concerned that a rush toward creating a new online school is missing critical and informed input from teachers, their union, and the community. Remote learning is part of our new reality, but that reality is that many of our district's students have had difficulty accessing educational opportunities. In a moment of history when the spotlight is on

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

addressing issues like racism and institutional discrimination, where are the voices that can best advocate for meaningful change? Why have teachers and their union, who are on the front lines in classrooms, been given minimal time or opportunity for meaningful input? Why are people with refusal internet access being listened to disproportionately on a rushed vote for a program that history shows us benefits the privileged over the disadvantaged?

Dustin Hoyt, Parent/Community Member - Keen the SRO's for BSD. Makes no sense in completely eliminating them. Maybe re-train them. I always looked up to police officers when in school. Parents will wish there was a SRO on campus when a nut starts shooting the school up. I remember the past school shootings when all the public was so thankful having SRO's on campus. They were "looked up to." Now a few bad police officers nationwide and talk of removing them? One of the stupidest things I've heard of. Keep all SRO's in Beaverton schools.

Jessica McBride, District Staff - My name is Jessica McBride & I am a first-grade teacher in BSD. I'm concerned about the swift & permanent expansion of the FLEX online school program to K-12. While I support accommodating students & families, I have found that most of my students do not do as well in an online format, as the social aspect of classroom learning provides so many more opportunities for growth. We know that remote learning has disproportionately hurt our Black & Brown students, in a time when we are striving for greater racial equity, does it make sense to implement another online program, that at best will continue the status quo? Additionally, the expansion feels a bit reactive to unknown data from our families & our communities. The proposal states, ". Based on data from other countries & states who have re-opened schools, 3% to 25% of BSD families could opt not to send their students back to a traditional school setting". I think it wise for BSD to pause & learn more before we proceed. Thank you.

Jill Putzek, Parent/Community Member - Online, distance learning this last spring was extremely beneficial to some students. There are students who need the physical connection, but for others, it worked well. My daughter was able to learn how to manage her work, was relieved of a lot of anxiety and began talking with us about her feelings. This was huge! We were so grateful to have this time with her at home and lack of bullying/social anxiety. This allowed her to develop in her social emotional needs. I fully support online/distance learning for some students - as it offers an opportunity for kids who may succeed to do this at home. I do not support required online learning, because there are some students who thrive on social connection.

Natalie Ballard Strauhal, District Staff - As a teacher who has seen certain students do very well with the online format this spring, I am definitely not opposed to the idea of an online school. I am a bit worried about a few things, and I think that, if you involve the union in the creation and discussion of this school, it might help. My main concern is about the staff who will be teaching in this format and the students who will be attending and the process of deciding who that will be. Will there be equitable access for all students and staff? I'm sure that the district is thinking about these things, but I know that staff members would be more comfortable with the entire thing if their voices, through the union, could be heard. Thank you.

Eric Cole, District Staff - While I recognize the budgetary impact of a potential mass exodus of students enrolling in online learning programs offered by neighboring districts, investing in the creation of a permanent online school is antithetical to our collective commitment to provide Beaverton families with equitable access to education. Our students and their families are understandably anxious about a return to bricks-and-mortar classrooms, but focusing our efforts on the development of a school where the medium of instruction precludes enrollment for underserved

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

student populations is not a solution to that problem. Together, we face the tremendous challenge of reimagining the way our schools function to serve all our students safely come next year, and succeeding in achieving that end leaves little time for steps responsive only to the those families with fast WiFi and quiet study spaces. Thank you for considering my comment as you weigh this decision.

Jill Putzek, District Staff - I fully support Distance Learning for students who need this support. I found it very successful for some of the students who exhibit severe behavior at school. I believe this option relieved them of difficult emotions and allowed for more conversations about social emotional learning. I also felt they were able to complete their work (which was not always the case in school) I would propose that there is someone assigned to students/families (a learning coach) to help facilitate this learning and set up a positive learning environment at home.

Martin Weiss, Parent/Community Member - We need to *KEEP* resource officers in our schools to keep our children safe. There has been too much violence in our schools. Removing the resource officers doesn't help current political events and simply leaves our children with one less protection.

Jason Peterson, District Staff - I'm concerned for the health of our district. I've been proud to work in Beaverton, a district who engaged teachers, with leaders who valued teacher input, knowing better solutions resulted from many minds, but I admit this core belief about BSD is waning. Historically our union and district had a strong relationship, doing things in partnership. This seems obviously to have deteriorated. Historically, teachers from around the district were engaged in decision making. This also seems to be less frequent or genuine than in the past. Historically when a teacher spoke out with concerns or ideas, they were often greeted with open ears and empathy. This too seems less than the norm. Please know I'm am Beaverton through and through. Educated in our schools, and dedicating 20 years to our Title I schools and our entire district. I hope that our school board and district leadership can consider a return to engaging our staff in finding better solutions together. With genuine respect, Jason

Laurie Paz, Parent/Community Member - I have a son that attends Sunset High School and a daughter that attends Springville K-8 and I would not feel safe sending my kids to school without school resource officers on site! Parents shouldn't have to worry about our kids being safe when they go to school, but the fact is there are still many school shootings every year. This policy should not be changed in order to appease a political cause. Our kids safety should be a top priority no matter what.

Sophia Feinberg, Beaverton School District Student - I just finished third grade at Raleigh Hills, and I think that we should teach history the way it is instead of covering up the bad parts. We don't really talk about racism at school. For example, Abraham Lincoln didn't want Black people in our country, but I didn't learn that at school. When we learn about real history it's easier to understand the actual world. Right now it's really confusing because at school they taught me that all the problems, like racism, are an easy fix. But at home I've learned that we need to change policies and laws to support students of color. We need to listen to students about how to change curriculum so that they can learn things that help them be who they want to be.

Matthew Paz, Parent/Community Member - Please do not remove our School Resource Officers. Kids need to have positive interactions with police. I'm am also concerned about school shootings and I believe the police presence on campus deters that. We need our police officers and I believe they are as important as teachers, firefighters and other public servants. Police officers should not be vilified for the actions of a rogue officer in Minneapolis, any more than all teachers vilified for a teacher that

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

committed a crime against a student. I want my child to be safe in school. I will find another private school option for my daughter if resource officers are removed.

Emily Krytzik, District Staff - Hello- I am very concerned about the decision to create a permanent online school without any input from teachers. There are many questions I have about what this change would mean for teachers- would this create more jobs? Take away jobs from schools? I understand and support that we need to look at new ways of schooling during this national pandemic, but rushing through decisions without discussing with stakeholders is irresponsible.

Alex Weiss, Beaverton School District Student - I don't think school would become a safer place without a resource officer. I think school shootings are still a thing, and I would feel much less safe somewhere that is prone to shootings without a policeman. It's like a bank without a security system, it's just asking to be robbed.

Kelly Carnevale, District Staff - BSD has decided NOT to communicate with stakeholders and NOT to gather data from stakeholders (optional teacher chats are NOT data) in its drive to create a permanent online school, a program that will NOT benefit all students, but will disproportionately benefit students with privilege, a program does NOT align with the BSD equity policy, but will perpetuate the very institutional racism that BSD has committed to eradicating. Many students in my classes, most of whom are students with disabilities, students who are language learners, and students who are navigating poverty, did not engage in online learning. Please do not invest in a program that has exacerbated existing inequities in our district. We all have concerns about the safety of returning to school and should work together on plans to make sure that ALL staff and students can return safely. It is irresponsible in this time of budget cuts to create a new program when FLEX could be temporarily expanded during the pandemic.

Sara Groat, District Staff - I want to work in a district that I know values the mental health and well being of its students and staff. I am sure that through making conscious choices within our buildings of removing security resource offices and our monies to police bureaus, in conjunction with other anti-racist measures, we can send that message to our families and communities as well. Assigning a resource officer to a school doesn't guarantee greater safety; in many situations it is often a teacher or even students that help to deescalate an unsafe situation. There is no data to show that "positive relationships between officers and outcomes for the school" are sufficient to warrant maintaining these officers. We have seen in data from PPS that arrests in schools follow the same disproportionate racial biases that we are seeing in the streets across the country. The value of spending any part of our budget having officers patrol schools should be in question during a budget deficit. Black Lives Matter.

Jo Fidler, District Staff - I am responding to the proposal of a permanent online school. I know that there are some students that benefit from online learning, hence why there are programs like OCA. I know that there are families that will not be returning to buildings this fall for reasons such as health issues. That being said, I am very concerned that BSD is looking to fund a permanent k-12 online school, the emphasis on permanent. With so many unknowns right now it seems premature and reckless to make this decision. The authorization states "3% to 25% of BSD families could opt not to send their students back to a traditional setting." Where does this data come from? What has the district done to collect data from our families? What are the financial aspects? Why the rush? Why wasn't BEA part of the discussion? ODE outlines instructional models including comprehensive distance learning, how is different? I believe that there needs to be more information and discussion before this permanent decision is made.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Leslie Buhler, District Staff - I have concerns about the possibility of BSD creating a permanent Online School WITHOUT the DUE DILIGENCE of CONVERSATIONS with students, families, staff and our community at large. This feels sneaky and rushed.

Quinn Hannan, District Staff - The board should not move forward with approving online school at this time. Online school is a format that deserves time and consideration on how to implement while maximizing equity and minimizing systemic racism. Moving forward with online school without properly informing the community and giving them time to clarify how this program will work, is sure to heighten distrust at a time when building a strong community is essential. Voting to authorize this program will be a surefire way to let down the community you are supposed to represent.

Trish Pazdalski, District Staff - I urge the school board to vote not on the creation of a permanent online school with little to no discussion with students, staff, and other stakeholders.

Lindsay Ray, District Staff - I'm startled by the appearance of a proposal for the establishment of a permanent K-12 online school in the board agenda. There is a disturbing lack of detail in the proposal before the board (how will this be paid for? Who will staff it? How will all students who want it have guaranteed access? What is the data on the effectiveness of on-line education? What community and staff input has been solicited on this topic?). I understand the desire to maintain as much ADMw as possible for the coming year and I understand the concern for re-opening in the fall in the face of COVID. However, I really think that there should be a LOT more information about this new school provided before the Board is asked to give it a go-ahead. How is this aligning with our Equity Pillar and how is this aligning with what's best for students and staff?

Kristine Napper, District Staff - BSD wants to create a PERMANENT online school? With a vote at the last second, and planning done behind our backs?? If the goal is to create safety during a pandemic, then there's no need for a PERMANENT change, and the district owes that safety to ALL students and staff. If the goal is something other than safety, it's wildly inappropriate to use a pandemic as cover-up for a project that wasn't discussed with staff, BEA representatives, and families. Realizing that the attention and energy right now is going toward demands for greater equity, most immediately in the SRO issue, you really feel good about using THAT as a smoke screen for another initiative that privileges a small group of students above the most marginalized?? This is why people don't trust our district. And by "people," I mean staff, parents, students, and voters.

Andrew King, District Staff - I have just been informed that you are voting to authorize the creation of a permanent online school in BSD. Before starting a new program, I ask you, have you taken the necessary steps to ensure this decision is appropriate, both financially and logistically? Does starting this program align with the BSD equity policy? Is starting a new program during a time of budget cuts and layoffs seem ethical and best for our students and families and staff? Who will benefit from this program? Do all community members have an equal opportunity to attend? Also, have you included community members and teachers input from all of the various cultural backgrounds that represent our community? How will this program better serve our families and students? Does the data support that online schools provide a better platform for student achievement? I hope you take the time to consider these questions and reflect on what is best for ALL students, families and staff members in our district.

Clarice Mohammadi, District Staff - I am very concerned in hearing that there has been no conversation about BSD opening an Online School that involves staff. Please involve teachers and

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

staff in this decision, as we will likely be affected by this. Please give us a chance to give input before moving forward with this decision.

Christine Prince, Parent/Community member - School resource officers are vital to the safety of our children. In a time where there is much uncertainty and turmoil they provide peace of mind for students and parents. In addition, resource officers serve as positive role models for our youth during a critical time in their development when they need it most.

Cindy Keegan, District Staff - BEA leadership has had zero conversations with Teaching and Learning about the creation of an online school, or the impact on our bargaining unit. Typically, when the district is planning a new program, we would have had collaborative conversations about the impact on members, staffing, working conditions, etc. but this has not happened.

Betsy Thornewood, District Staff - I am concerned about the creation of a permanent K12 online school. While I understand the fear of our already tight and insufficient budget being reduced even more should parents opt not to send their children to school in person for the 20-21 school year, the fact that this massive undertaking is happening with zero input from teachers who have spent the last months teaching online is upsetting. The fact that there has been no public plan presented of what this school would look like, how teachers would be selected to teach there, how many students it would serve, how students would be selected, how it would fit into our budget, etc. is distressing. I fear that this will further exacerbate the inequities of our district! I'd ask that the board request and make public a more detailed plan for this school before voting to approve this item. The community continues to show that we are interested in school affairs and yet continues to be excluded from major decisions. Live out the WE.

Ron Hall, Parent/Community Member - I have heard from my wife who is a teacher in the district, that there is talk of creating a permanent online school option. As a parent of an incoming kindergartener, that troubles me for many reasons. Shouldn't the district be working on creating a plan that will allow and encourage the safe return to in person learning? That should be the focus of attention and money. We have heard over and over throughout these past few months, that students are missing out for various reasons, and there is no substitute for in-class learning. Makes sense. So why now, would the district do a 180 and start to develop or push a program for learning at home. The district should be working on a remote learning program, but one that will be used for everyone and only if needed. A whole new optional home school is ridiculous. BSD does not have the time, resources, or experience to start working on this now. We should be focused on closing the achievement gap, not providing more opportunities to widen it

Wendy Gibson, Parent/Community Member - Our BSD schools still NEED Resource Officers. If something dangerous takes place on campus, I want my children to be protected and they won't be if we force the SRO's out. Also, I beg of you not to implement all of the guidelines in the the ODE blueprint. Our kids need more normalcy, they need their activities back and they need to socialize. Their mental health is at stake, we must do everything we can to get them living their lives freely again! Please don't keep my kids from their passions, Theatre, Choir and Band are EVERYTHING for them and they would be devastated to not have those to help them through this ordeal they face! Thank you.

Ethan Paz, Beaverton School District Student - I don't understand the boards thought process, you think taking away defenses will somehow support this cause, it's irrelevant, we need safety at school I don't care how liberal you are, having cops at schools will save lives whether you like it or not and

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

to take them away because they're "racist" like are you kidding me? Listen to yourselves, this is about a lot more than race, the number of school shootings will go up in every single liberal state and that is a fact. And it sucks that there's people out there that want to kill kids but that's the sad reality, and how can you possibly ignore that? Did you even notice how many school shootings there were this year in January & February, and you're thinking about taking cops AWAY?? It's gonna be really sad when sunset is unprepared for a real threat, it's gonna be even more sad watching your friends die just because the school board wants to turn liberal. Cops are there to protect us.

Rebecca Hall, District Staff - The Flex online school plan is being voted on without input from staff or BEA. Also, no data has been shared showing that "3-25%" of students may choose an online option. More transparency is needed before this is voted on and passed.

Brian Bertram, District Staff - Hello, my name is Brian Bertram, a teacher in the Beaverton School District for 14 years. My first real experience with online teaching/learning came with the COVID epidemic, and as parents are probably aware, was not good for a vast majority of students. Online learning removes the most essential element of the classroom, the human element. We do not value that element enough. It teaches us how to discuss, engage, empathize, problem-solve, embolden, support, lift up, and care about our fellow human beings. The topic of a permanent online option for our students has not been fleshed out nor communicated with teachers and parents, and as a teacher, I would like to adamantly assure parents, that online learning means less learning. Yes, facts and procedures can be taught through the use of online tools, but what students learn about relationships, trust, and people in general is not.

Christena Keller, District Staff - Creating an BSD online K-12 school seems misguided and a knee jerk response to the COVID 19 pandemic. Why has the district not brought in ALL stakeholders to make an informed decision? Those stakeholders include district teaching staff(including ELL and Behavior specialists), counselors, principals and parents. Our educational system was not created as an online school and more time needs to be taken for careful consideration to create this online school. Please rethink this quick decision without all stakeholders' voices heard!

Andy Thompson, District Staff - I would like to voice my concern with the district opening an online school with zero input from the community. This feels like a secret vote and I believe the decision is based strictly on money and has nothing to do with actually educating children. My experience with online education has not been positive and I don't think it works for most students. If you factor in students with special needs, language learners, and students navigating poverty, online school is downright harmful. On top of all of this is the fact that an online school will certainly benefit students with privilege much more than other students. BSD claims to embrace equity in their pillars of learning but this feels more like an embrace of institutional racism and systems of oppression. I strongly urge a delay of this vote so that the community can provide input and a plan can be developed that supports all students and not just the budget.

Lindsey, Parent/Community Member - As a alumni of the Beaverton school district. I wanted to express my concern about the use of SRO in Beaverton school district. Does the district plan on looking into alternative to having Officer in the school?

Erin Seitz, District Staff - I am very concerned to hear that the BSD is proposing a new permanent online school without disclosing very important information about how this will be run, first. How will it be paid for? Who will staff it? How can we ensure ALL students can access it? What input has been sent out to teachers about this decision? Who will be teaching online? Will the online

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

curriculum be the same as the curriculum that is used in buildings? How much does this program cost? I hope the board does not pass this until there is MUCH more information released to the public. We can not make haphazard decisions that deeply affect our students and community out of a temporary need. Nor should we send the message to families that authentic in-class learning experiences can be replaced by a PERMANENT online education.

B Everett, Beaverton School District Student - Fall is approaching and our son is to attend his first year in the district, if officers are in the school he won't be attending, we plan to move to a school where officers will not be present as safety for the children is primary concern.

Rebecca Larson, District Staff - I'm concerned with so many things, but I'll narrow them down to a few that are most pressing. Firstly, that we continue our commitment to equity in this new budget situation. I hope what was in the SSA will still take prescient in our new reality. With that said, I think cutting our SRO's in school would be a good place to start because we know the harm their presence can create for our students of color. I'm also concerned about the new online school BSD is looking to pass due to the inequitable fall out that could happen. I understand the need for Flex to expand due to Covid, but I think moving so quickly to a new school that will have so many ripple effects in our community is reckless. I hope the board will reconsider making this a Permanent

Lisa Twain, District Staff - After participating in distance learning over the last three months, I have many misgivings about the efficacy of voting on a serious topic without full discussion about the pros and cons. Those that have been struggling through distance learning deserve the opportunity to share their experiences and concerns. I am concerned about lack of social interaction. Students increased fascination with technology has already damages social interaction and ability to related to others. Distance learning has no magic button to instill self motivation or time management skills, which are required for D.L. Chances for distraction significantly increase, inability to get immediate feedback, malfunctioning software/hardware would bring learning to a standstill. Distance learning also complicates the nature of the tech used, as it limits online education to students who are computer and tech savvy. Students, families, and educators deserve to be part of the discussion!

Debra Gisler, Parent/Community Member - It is time to remove resource officers from our schools. Stop feeding the schools to prison pipeline.

Geoff Hunnicutt, District Staff - As a Beaverton teacher I am concerned about the proposal to create a permanent online school. Your proposed 5, 10 and 15% cuts have not been made public. Your budget process happened behind closed doors. Creating an online school during a time of cuts is misguided. You say this is in response to COVID-19 and parents not feeling safe sending their kids back to school. If there are parents who are concerned about safely returning to school, they are in the same boat as educators! I am very worried about returning to school a possibly contracting COVID-19. My spouse has underlying health conditions that could be fatal if he contracted COVID-19. I also have an 80 year-old mother who I take care of. Why are we not working together to make ALL students and staff safe rather than creating an online school for a few students? BSD has an online program (FLEX online), that could be temporarily expanded to meet the needs of students and families who want an online learning format.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Mateo Ballard Strauhal, District Staff - I am a Dual Language teacher in BSD. Many of my students had barriers to learning in the remote setting this spring. Most of my students are students of color from families who don't speak English and some are in transition or poverty. I am concerned that even if these families wanted to access a Remote Learning School they could not. It is concerning that the idea is being voted on without conversations with the BEA or the teachers who work with students directly. One of the pillars of the BSD is Equity. Is this really an equitable idea? If this school is created, how is BSD going to ensure that our students of color and other disenfranchised groups will have equitable access just like our privileged families? We are ALL nervous about going back to school, and we need conversations that include the voices of teachers and the union before creating a new school using BSD funds that could be used instead in making this district more equitable. (Which it is not right now.)

Dawn Cheung, Parent/Community Member - We need to keep resource officers at the schools! The teachers and other school staff are there to teach the students. They do not need to also have to defend the school and students against a person at the school that is there to cause harm! Most of the time the kids and the resource officers become friendly and the officers have the opportunity to become mentors to the students. We need our resource officers to stay at our schools and maybe they get more training on how to deal with the students who are having a problem, without having to call the police.

Courtney Bird, District Staff - To Whom It May Concern, The School Board is voting to authorize the creation of a permanent K-12 online school in BSD. As we have been teaching online since March, it is extremely apparent that investing in a permanent online school doesn't align with the BSD Equity Policy. Additionally, this decision will perpetuate institutional racism. This form of education doesn't meet the needs of all students. Students, teachers and parents struggled significantly during this time and high academic learning was not obtained. Students were not highly engaged in activities and many students especially striving students could not access online learning or Zoom meetings. To promote student development and teach students at their rate and level teachers need to make connections with students that are personal and trusting. Students need to have a safe environment in which to learn and feel valued. To do this we need to be in a classroom environment, this cannot be done through a computer screen.

Jessica Pierce, District Staff - The Beaverton School District has contributed to the historical and present-day marginalization of our Black students and families. Our policies and practices, including exclusionary discipline and curriculum that centers Whiteness and tokenizes/demeans/pushes out Blackness, cause lasting pain and hurt. An "equity pillar" or talk of trauma-informed practices are an empty gesture without a full-throated commitment to antiracist work.

Megan Valentin, District Staff - This is in reference to the permanent online school that the board is voting on today. My experience as a 3rd grade teacher doing online learning was much more challenging to meet the needs of my students given all of the technological challenges that we faced during this chaotic time. Kids get kicked out of meetings, background noise, and limited space for students to work in a quiet environment all impede the quality of learning. In addition, many students faced problems with meeting times, and I truly believe that the kids who need extra support are the ones that will be left even further behind than their peers. My most struggling students were almost never able to attend their meetings, let alone meetings for language development and special education. Many of them were never in contact at all during the past three

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

months. Additionally, if we believe in collaboration as best practice, this was essentially non-existent. I don't think any of my 3rd graders thrived in this. Vote no.

Josh Feinberg, Parent/Community Member - The Beaverton School District has contributed to the historical and present-day marginalization of our Black students and families. Our policies and practices, including exclusionary discipline and curriculum that centers Whiteness and tokenizes/demeans/pushes out Blackness, cause lasting pain and hurt. An "equity pillar" or talk of trauma-informed practices are an empty gesture without a full-throated commitment to antiracist work.

Madeline Hudson, District Staff - I was surprised to hear from my union today that the district is considering creating a new online school. Considering the equity issues that we know from the pandemic are in play with online learning I was astounded to discover that this has been planned without teacher or community input. This concept needs, at the very least, to be fully discussed and planned in partnership with our community members and staff.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



Superintendent Report

Addressing Racial and Economic Injustices

Our students, families, staff, and community of the Beaverton School District continue to experience racial and economic injustices. The horrific video of a law enforcement officer taking the life of George Floyd is a reminder that we all do not share in all the life and liberty expectations that are afforded to some. In addition, the COVID-19 pandemic has significantly highlighted the disparities taking place due to race and economics enforced by structural discrimination.

Past and recent events call for us to come together to make actionable reforms to our education, health and law enforcement structures and processes to allow all people to thrive in every aspect of their lives. Health, education, and basic right outcomes should not be determined by race or economics.

We are in the process of meeting internally and externally with advocates, policy makers, leaders, and other stakeholders in our Health, Education, and Law Enforcement structures to come together to make actionable and sustainable reforms that address the disparities and injustices that continue to exist.

We will also be engaging our community to provide past and current data to chart a direction for comprehensive reforms.

End of School Year

Today was officially the last day for our teachers and some support staff. Needless to say, this has been a very challenging year for our students, families, and staff. We continue to be in uncharted waters. I want to take this time to thank and recognize our students, teachers, families, support staff, administrators, and School Board for your patience, resiliency, unselfishness, and efforts to keep our focus on what is most important - educating and caring for the children of the Beaverton School District. Your professionalism, empathy for our students and families, and unselfish sacrifices are to be commended.

Return to School Work Plan

We are in the process of finalizing and developing a work plan to prepare for our return to the 2020-2021 school year. The Department of Education recently released requirements and recommended guidance for the return to school. We have formed internal and external workgroups to develop a springboard "Return to School" plan, adhering to this guidance in conjunction with the Oregon Health Authority, Department of Education, and our Governor's office. All Oregon School District "Return to School Work Plans" must be approved first by their County Health Department, then presented to their School Board, and then submitted to the Dept. of Education by August 15, 2020. During the process we will be reaching out to internal and external stakeholders for their input. I cannot underscore the short timeline we are being provided to meet this complex guidance. There has to be a sense of urgency in order to allow our families and staff time to prepare for the requirements resulting from COVID-19. This will be a difficult lift in a very short time with several issues being unclear as the COVID-19 Pandemic develops in Oregon. We are in the process of surveying staff, parents, and other stakeholders regarding the successes and challenges existing with remote and distance learning. I

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

cannot say enough about the expertise, dedication, and work ethic of our teachers, support staff, and administrators guiding this daunting task during these unprecedented times.

2020-2021 School Budget

We continue to work diligently after receiving the May Economic Forecast to finalize a spending budget for the upcoming school year with the latest information available, but also with several issues not being resolved. We have submitted a staffing budget to our Human Resources Department to finalize staffing for all buildings and departments as we cannot wait any longer in order for our employees to be notified of their working status and building administrators and department supervisors to move forward with staffing plans. My spending budget prioritizes maintaining class size ratios and classroom resources to the best of our ability in these uncertain times. Reductions were made to Central Office and Operational Services which will impact buildings.

Other unresolved events that can impact next year's budget include:

1. How will our legislature address the \$2.7B shortfall to the State General Fund, and will our legislature backfill the State School Fund to reach the \$9B service level to which our budget is built?
2. At what level will school districts be funded by the Student Investment Act Dollars supported by the Corporate Activities Tax? Latest information indicates anywhere from a 37-50 percent reduction will take place and/or the possibility of SIA funding could be used to backfill the State School Fund.
3. How will Measure 98 dollars be impacted? Current information suggests to budget a 35 percent reduction of these funds. We are also waiting to see if our legislature will prioritize the backfilling of these dollars.
4. When will our legislature return to session to finalize a General Fund budget that will address the State School Fund?
5. What resources will need to be expended to address "Return to School Work Plans"? Will we receive any additional funds from our federal or state agencies to reimburse current and future expenditures due to COVID-19? We are currently budgeting for a \$4M promised allocation that we still have not received.

Bond Refinancing

As directed by the School Board, we continue to work with Carole Samuels and Piper Jaffray to explore the refinancing of our current bonds due to the low interest rates which would save the district several million dollars.

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For the Period Ended May 31, 2020
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 16.9	\$ 16.9	\$ 16.9	\$ -	\$ 16.9	\$ 16.9
State School Fund:						
State School Fund	276.0	276.0	282.9	-	282.9	282.9
Property Taxes	143.0	143.0	140.1	-	140.1	143.7
Common School Fund	3.9	3.9	2.0	-	2.0	4.0
County School Fund	0.6	0.6	0.7	-	0.7	0.8
Local Option Levy	35.0	35.0	33.3	-	33.3	34.2
Investment Earnings	1.8	1.8	-	-	-	1.5
NWRESD Appointment	11.4	11.4	9.9	-	9.9	11.3
Transfers In	18.4	18.4	18.4	-	18.4	18.4
Other	8.6	8.6	7.7	-	7.7	8.1
Total	\$ 515.6	\$ 515.6	\$ 511.9	\$ -	\$ 511.9	\$ 521.8
EXPENDITURES:						
Salaries	\$ 267.9	\$ 267.9	\$ 224.9	\$ -	\$ 224.9	\$ 260.0
Benefits	172.7	172.7	140.9	-	140.9	169.2
Purchased services	28.0	28.0	20.7	6.0	26.7	25.3
Supplies & materials	14.6	14.6	9.3	1.3	10.6	11.5
Capital outlay	0.7	0.7	0.6	0.2	0.8	1.0
Other	2.4	2.4	1.4	0.1	1.5	2.0
Transfers out	4.3	4.3	4.3	-	4.3	4.3
Contingency	25.0	25.0				25.0
Total	\$ 515.6	\$ 515.6	\$ 402.1	\$ 7.6	\$ 409.7	\$ 498.3

Projected Surplus / (Deficit) Balance	\$ 23.5
Projected Ending Fund Balance	\$ 48.5
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2020 *	9.3%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund		\$ 48.4	9.2%
Local Option Levy Fund		0.1	0.1%

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 305.1	\$ 305.1	\$ 250.7	\$ 1.3	\$ 252.0	\$ 298.5
Support Services	179.4	179.4	145.8	6.3	152.1	169.1
Enterprise & Community Svc	0.3	0.3	-	-	-	-
Facilities Acquisition & Const	0.1	0.1	-	-	-	-
Other Uses	5.7	5.7	5.6	0.1	5.7	5.7
Contingencies	25.0	25.0	-	-	-	25.0
Total	\$ 515.6	\$ 515.6	\$ 402.1	\$ 7.7	\$ 409.8	\$ 498.3

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
For the Period Ended May 31, 2020

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Expenditure Budget Variance	Percent	Fund Balance
Student Body Fund	\$ 10,700,000	\$ 9,800,931	\$ 468,670	\$ 49,649	\$ 518,319	\$ (10,181,681)	4.84%	\$ 9,282,612
Special Purpose Fund	9,160,000	3,948,943	3,195,902	164,286	3,360,188	(5,799,812)	36.68%	588,755
Categorical	4,025,000	2,902,810	1,380,599	189,373	1,569,972	(2,455,028)	39.01%	1,332,838
Grant Fund	57,497,749	16,059,036	19,721,656	5,052,141	24,773,797	(32,723,952)	43.09%	(8,714,761)
Equipment Replacement Fund	4,048,000	3,687,171	1,310,356	1,625,762	2,936,118	(1,111,882)	72.53%	751,053
Sustainability Fund	22,236,279	22,236,279	18,413,036	-	18,413,036	(3,823,243)	82.81%	3,823,243
Nutrition Services Fund	18,766,435	12,749,693	10,802,810	499,944	11,302,754	(7,463,681)	60.23%	1,446,939
Debt Service Fund	85,461,801	82,808,442	64,648,182	-	64,648,182	(20,813,619)	75.65%	18,160,260
Capital Projects Fund	244,134,000	217,217,675	63,183,670	56,518,252	119,701,922	(124,432,078)	49.03%	97,515,753
Insurance Reserve Fund	6,825,667	6,888,263	4,418,937	757,637	5,176,574	(1,649,093)	75.84%	1,711,689
Workers' Compensation Fund	3,828,815	3,816,826	2,273,872	111,261	2,385,133	(1,443,682)	62.29%	1,431,693
Scholarship Fund	450,000	445,608	25,750	10,750	36,500	(413,500)	8.11%	409,108
Total	\$ 467,133,746	\$ 382,561,677	\$ 189,843,440	\$ 64,979,055	\$ 254,822,495	\$ (212,311,251)		\$ 127,739,182



BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2019-20
As of 5/31/20

School	Budgeted Enrollment	9/30/19 Enrollment	Enrollment Change	Budget		Actual		Increase
				Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Aloha Huber (K-8)	907	893	(14)	35.3	40.3	34.3	39.3	
Barnes	624	590	(34)	23.3	27.3	24.3	28.3	
Beaver Acres	707	737	30	27.5	32.5	27.1	32.1	
Bethany	531	528	(3)	20.5	24.5	19.5	23.5	
Bonny Slope	665	655	(10)	26.5	31.5	25.3	30.3	
Cedar Mill	421	428	7	15.5	20.5	15.3	20.3	
Chehalem	469	480	11	18.5	22.5	18.3	22.3	
Cooper Mountain	454	486	32	18.5	21.5	17.0	20.0	
Elmonica	582	550	(32)	21.5	25.5	21.1	25.1	
Errol Hassell	436	426	(10)	15.5	20.5	15.3	20.3	
Findley	643	636	(7)	25.5	29.5	24.3	28.3	
Fir Grove	362	387	25	13.5	17.5	14.2	18.2	
Greenway	320	325	5	12.3	15.3	12.2	15.2	
Hazeldale	437	485	48	17.5	21.5	17.3	21.3	
Hiteon	625	651	26	24.5	28.5	23.4	27.4	
Jacob Wismer	714	727	13	27.5	32.5	28.2	33.2	
Kinnaman	589	617	28	24.5	29.5	24.3	29.3	
McKay	273	294	21	12.3	16.3	11.2	15.2	
McKinley	616	654	38	24.5	28.5	24.6	28.6	
Montclair	290	319	29	10.5	14.5	10.4	14.4	
Nancy Ryles	646	630	(16)	23.5	26.5	23.3	26.3	
Oak Hills	554	576	22	22.5	27.5	22.2	27.2	
Raleigh Hills (K-8)	526	532	6	20.5	25.5	20.3	25.3	
Raleigh Park	343	340	(3)	13.5	17.5	12.3	16.3	
Ridgewood	371	432	61	14.5	18.5	15.2	19.2	
Rock Creek	564	516	(48)	20.5	24.5	20.2	24.2	
Sato	660	672	12	25.5	29.5	25.9	29.9	
Scholls Heights	548	594	46	22.5	27.5	22.4	27.4	
Sexton Mountain	527	543	16	22.5	26.5	22.3	26.3	
Springville (K-8)	866	884	18	33.5	38.5	34.2	39.2	
Terra Linda	354	371	17	14.5	18.5	14.1	18.1	
Vose	640	708	68	25.3	30.3	24.9	29.9	
West TV	327	347	20	12.5	15.5	12.7	15.7	
William Walker	421	518	97	18.3	22.3	18.1	22.1	
Elementary School Total	18,012	18,531	519	704.6	848.6	695.1	839.1	144.0



BEAVERTON SCHOOL DISTRICT CLASSROOM TEACHER ALLOCATION 2019-20
As of 5/31/20

School	Budgeted Enrollment	9/30/19 Enrollment	Enrollment Change	Budget		Actual		Increase
				Without Levy APU	With Levy APU	Without Levy APU	With Levy APU	
Cedar Park	943	941	(2)	29.6	36.6	30.6	37.2	
Conestoga	967	975	8	30.3	37.3	30.9	37.4	
Five Oaks	968	1,010	42	33.9	40.9	34.9	41.4	
Highland Park	813	777	(36)	25.8	31.8	26.3	31.8	
Meadow Park	805	834	29	30.0	36.0	30.5	36.0	
Mountain View	889	853	(36)	30.5	37.5	30.6	37.1	
Stoller	1,559	1,560	1	49.6	59.6	49.2	58.7	
Whitford	695	706	11	26.5	32.5	27.0	32.5	
Middle School Total	7,639	7,656	17	256.2	312.2	259.9	312.1	52.23
Aloha	1,700	1,751	51	64.7	75.7	61.6	71.7	
Beaverton	1,491	1,469	(22)	59.5	69.5	59.7	68.7	
Mountainside	1,766	1,787	21	58.7	70.5	59.1	70.0	
Southridge	1,391	1,380	(11)	51.3	60.3	51.5	59.6	
Sunset	1,936	1,971	35	65.5	77.5	66.9	77.5	
Westview	2,301	2,382	81	77.9	91.9	79.0	91.6	
High School Total	10,585	10,740	155	377.6	445.4	377.9	439.1	61.20
Arts & Communication Magnet Academy (ACMA)	720	706	(14)	25.8	31.8	26.1	31.6	
Community School	146	128	(18)	10.4	11.6	10.2	11.4	
Health & Science High School	726	706	(20)	25.5	30.5	25.9	30.4	
International School of Beaverton	860	847	(13)	31.8	38.8	32.1	38.7	
School of Science & Technology	176	175	(1)	5.4	7.4	5.2	7.2	
Options Schools Total	2,628	2,562	(66)	98.9	120.1	99.5	119.3	19.79
Address Extreme Class Size K-12				5.0	5.0		11.8	
District Total	38,864	39,489	625	1,442.3	1,731.3	1,432.4	1,721.4	289.0

	Adopted Budget	Current Projection	Year-to-Date Actual
Beginning Fund Balance 7/1/19	\$ -	\$ 93,354	\$ 93,354
Projected Revenue:	35,000,000	34,000,000	33,421,313
Projected Expense:	35,000,000	33,989,646	28,552,067
Projected Fund Balance 6/30/20:	\$ -	\$ 103,708	\$ 4,962,600

Beaverton School District
Portfolio Management
Portfolio Summary
May 31, 2020

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	45,000,000.00	45,830,550.00	45,002,030.55	14.84	352	2.386
Commercial Paper Disc. -At Cost	25,000,000.00	24,999,150.00	24,760,525.00	8.17	12	1.711
Federal Agency Coupon Securities	38,000,000.00	38,444,700.00	38,470,000.00	12.69	125	2.089
Federal Agency Disc. -At Cost	54,869,000.00	54,854,763.84	54,550,507.02	17.99	54	0.918
Treasury Coupon Securities	25,000,000.00	25,129,950.00	24,971,730.00	8.24	96	1.645
Treasury Discounts -At Cost	80,791,000.00	80,769,095.39	79,960,197.22	26.38	62	0.499
LGIP	35,445,093.55	35,445,093.55	35,445,093.55	11.69	1	1.760
	304,105,093.55	305,473,302.78	303,160,083.34	100.00%	103	1.397

Total Earnings	May 31 Month Ending	Fiscal Year To Date
Current Year	297,135.10	6,435,193.17
Average Daily Balance	327,733,537.39	328,330,229.97
Effective Rate of Return	1.07%	2.13%

This report of the investment portfolio is in accordance with Board Policy DFA - Investment of Funds.

Beaverton School District, Prepared By Business Office

Beaverton School District
Investments by Sector and Group
Index: Investment Policy
Limitation based on Par Value
May 31, 2020

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Home Loan Bank								
313383HU8	11022	Federal Home Loan Bank	06/12/2020	18,000,000.00	18,125,820.00	18,009,000.00		5.91
313371U79	11106	Federal Home Loan Bank	12/11/2020	10,000,000.00	10,093,000.00	10,154,800.00		3.28
313384ZE2	11147	Federal Home Loan Bank	07/10/2020	8,000,000.00	7,948,660.00	7,998,880.00		2.63
313384A33	11151	Federal Home Loan Bank	07/31/2020	2,210,000.00	2,194,230.42	2,209,513.80		0.72
313384F20	11154	Federal Home Loan Bank	09/08/2020	11,759,000.00	11,729,445.71	11,753,826.04		3.86
313384ZE2	11156	Federal Home Loan Bank	07/10/2020	15,000,000.00	14,997,433.33	14,997,900.00		4.93
313384ZE2	11158	Federal Home Loan Bank	07/10/2020	2,900,000.00	2,899,587.56	2,899,594.00		0.95
			Subtotal	67,869,000.00	67,988,177.02	68,023,513.84	35.00	22.32
Resolution Trust Funding Co								
76116FAD9	11120	Resolution Funding Corp	07/15/2020	5,000,000.00	4,927,050.00	4,998,350.00		1.64
76116FAD9	11121	Resolution Funding Corp	07/15/2020	10,000,000.00	9,854,100.00	9,996,700.00		3.28
			Subtotal	15,000,000.00	14,781,150.00	14,995,050.00	35.00	4.93
Tennessee Valley Authority								
880591EL2	11105	Tenn Valley Auth	02/15/2021	10,000,000.00	10,251,180.00	10,280,900.00		3.28
			Subtotal	10,000,000.00	10,251,180.00	10,280,900.00	35.00	3.29
			Total	92,869,000.00	93,020,507.02	93,299,463.84	100.00	30.54
Corporate Indebtedness								
Australia & NZ Banking Grp NY								
05253JAC4	11127	Aust & NZ Banking Grp NY	11/23/2021	5,000,000.00	5,076,400.80	5,137,450.00		1.64
			Subtotal	5,000,000.00	5,076,400.80	5,137,450.00	5.00	1.64
Bank of Montreal								
06367T4W7	11122	Bank of Montreal	04/13/2021	5,000,000.00	5,094,868.00	5,115,850.00		1.64
			Subtotal	5,000,000.00	5,094,868.00	5,115,850.00	5.00	1.64
Bank of Nova Scotia								
064159LG9	11123	Bank of Nova Scotia	04/20/2021	5,000,000.00	5,097,953.90	5,121,150.00		1.64
			Subtotal	5,000,000.00	5,097,953.90	5,121,150.00	5.00	1.64
Cisco Corp								
17275RAX0	11057	Cisco Corp	06/15/2020	5,000,000.00	4,973,250.00	5,004,200.00		1.64
			Subtotal	5,000,000.00	4,973,250.00	5,004,200.00	5.00	1.64

**Beaverton School District
Investments by Sector and Group
Limitation based on Par Value**

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Corporate Indebtedness								
Credit Suisse USA								
2254EAFB4	11134	Credit Suisse USA	06/11/2020	15,000,000.00	14,879,525.00	14,999,550.00		4.93
			Subtotal	15,000,000.00	14,879,525.00	14,999,550.00	5.00	4.93
Lloyds Bank PLC								
53943RFF1	11128	Lloyds Bank PLC	06/15/2020	10,000,000.00	9,881,000.00	9,999,600.00		3.28
			Subtotal	10,000,000.00	9,881,000.00	9,999,600.00	5.00	3.29
Toronto Dominion Bank								
89114QBL1	11104	Toronto Dominion Bank	07/13/2021	5,000,000.00	4,864,400.00	5,055,950.00		1.64
89114QBL1	11126	Toronto Dominion Bank	07/13/2021	5,000,000.00	5,004,207.85	5,055,950.00		1.64
			Subtotal	10,000,000.00	9,868,607.85	10,111,900.00	5.00	3.29
US Bank								
90331HNX7	11089	US Bank	11/16/2021	5,000,000.00	5,034,650.00	5,198,850.00		1.64
			Subtotal	5,000,000.00	5,034,650.00	5,198,850.00	5.00	1.64
Wells Fargo								
94974BGR5	11118	Wells Fargo Co	12/07/2020	5,000,000.00	5,028,050.00	5,050,600.00		1.64
			Subtotal	5,000,000.00	5,028,050.00	5,050,600.00	5.00	1.64
Westpac Banking Corp								
961214DA8	11090	Westpac Banking Corp	08/19/2021	5,000,000.00	4,828,250.00	5,090,550.00		1.64
			Subtotal	5,000,000.00	4,828,250.00	5,090,550.00	5.00	1.64
			Total	70,000,000.00	69,762,555.55	70,829,700.00	35.00	23.02
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		35,215,335.26	35,215,335.26	35,215,335.26		11.58
LGIP 5173	FUND 300	LGIP		904.77	904.77	904.77		
LGIP 4966	FUND 416	LGIP		6,145.74	6,145.74	6,145.74		0.00
LGIP 4972	FUND 417	LGIP		222,707.78	222,707.78	222,707.78		0.07
			Subtotal	35,445,093.55	35,445,093.55	35,445,093.55	100.00	11.66
			Total	35,445,093.55	35,445,093.55	35,445,093.55	100.00	11.66
US Treasuries								
US Treasuries								
912828WY2	11103	U.S. Treasury	07/31/2021	5,000,000.00	4,963,730.00	5,119,350.00		1.64
912828XU9	11135	U.S. Treasury	06/15/2020	20,000,000.00	20,008,000.00	20,010,600.00		6.57
912796TX7	11157	U.S. Treasury	06/04/2020	15,000,000.00	14,998,889.58	14,999,850.00		4.93
912796Z21	11159	U.S. Treasury	11/12/2020	760,000.00	759,570.28	759,422.40		0.25
912796TX7	11160	U.S. Treasury	06/04/2020	20,241,000.00	20,240,707.63	20,240,797.59		6.65

**Beaverton School District
Investments by Sector and Group
Limitation based on Par Value**

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
US Treasuries								
9127962W8	11161	U.S. Treasury	06/23/2020	10,000,000.00	9,999,416.67	9,999,300.00		3.28
9127963D9	11162	U.S. Treasury	07/14/2020	20,000,000.00	19,998,067.22	19,997,000.00		6.57
912833LA6	11060	U.S. Treasury Strips	08/15/2020	4,200,000.00	3,964,968.00	4,199,034.00		1.38
912820M87	11096	U.S. Treasury Strips	04/30/2021	10,590,000.00	9,998,577.84	10,573,691.40		3.48
			Subtotal	105,791,000.00	104,931,927.22	105,899,045.39	100.00	34.79
			Total	105,791,000.00	104,931,927.22	105,899,045.39	100.00	34.79
Grand Total				304,105,093.55	303,160,083.34	305,473,302.78		

Beaverton School District
Summary by Issuer
May 31, 2020
Grouped by Fund

Issuer	Number of Investments	Par Value	Market Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash Fund						
Subtotal	9	150,215,335.26	150,215,835.26	49.17	1.041	18
Fund: Debt Service Fund						
Subtotal	2	760,904.77	760,327.17	0.25	0.119	164
Fund: 2017 Non-Taxable Bond Issue Fu						
Subtotal	16	112,696,145.74	113,625,518.77	37.21	1.802	179
Fund: 2017 Taxable Bond Issue Fund						
Subtotal	7	40,432,707.78	40,871,621.58	13.38	1.663	205
Total and Average	34	304,105,093.55	305,473,302.78	100.00	1.403	103



REMOTE LEARNING AND RETURN TO SCHOOL UPDATE

SITUATION:

The impact of the school closures required by Governor Brown's Executive order in response to the SARS-CoV-2/Covid-19 Pandemic have been significant. The Beaverton School District, in partnership with districts across the state, is planning for the operational and instructional parameters for opening schools in the Fall of 2020. The operational parameters are being developed to follow the required and recommended guidance the Oregon Department of Education and Oregon Health Authority.

RECOMMENDATION:

Accept the update of Beaverton School District's *Return to School Process*.

School Board Meeting

June 15, 2020

Covid-19 District Update
Return to School Update

COVID-19 Update

Meal Services

- As of June 12, NS has served over 330,000 meals to BSD communities.
- Summer meal program will be offered June 15 - August 14.
- Free breakfast and lunch will continue to be provided curbside Monday – Thursday, 11 am – 12 pm for children ages 1-18 at the following locations:
 - Aloha Huber Park K-8
 - Beaverton
 - Elmonica ES
 - Fir Grove ES
 - Greenway ES
 - Hazeldale ES
 - Kinnaman ES
 - McKay ES
 - McKinley ES
 - Springville K-8 (only through June 30)
 - Southridge HS
 - Sunset HS
 - Vose ES
 - Westview HS
 - William Walker ES
 - Apartment complexes: LynMarie, Merlo Station, and Willow Springs (times vary by location)

Daycare Programs

- Private providers currently operating at Cooper Mountain ES and McKinley ES. Limiting groups to 10 children or under in the same room.
- Daycare at Springville ES will begin on June 15, 2020.

Other Program Updates

- **IT:** provided student device exchange from April through end of school year in accordance with social distancing and safety guidance. Students will keep devices over the summer. Distributed 300 hotspots to families of elementary students lacking internet access.
- **Facilities, Maintenance, & Custodial:** supported return of student items and classroom packup. Transitioning to summer work of shampooing carpets and stripping/waxing floors. Placed initial order of non-medical grade masks and non-contact thermometers in preparation for fall start. Developing list of critical supplies and will have stock on hand when school begins.
- **Transportation:** mechanics and staff completed all required bus safety inspections, mechanical repairs, and interior bus seat repairs. Resumed mandated training and testing while employing social distancing, PPE, and sanitation protocols.

Return to School Update

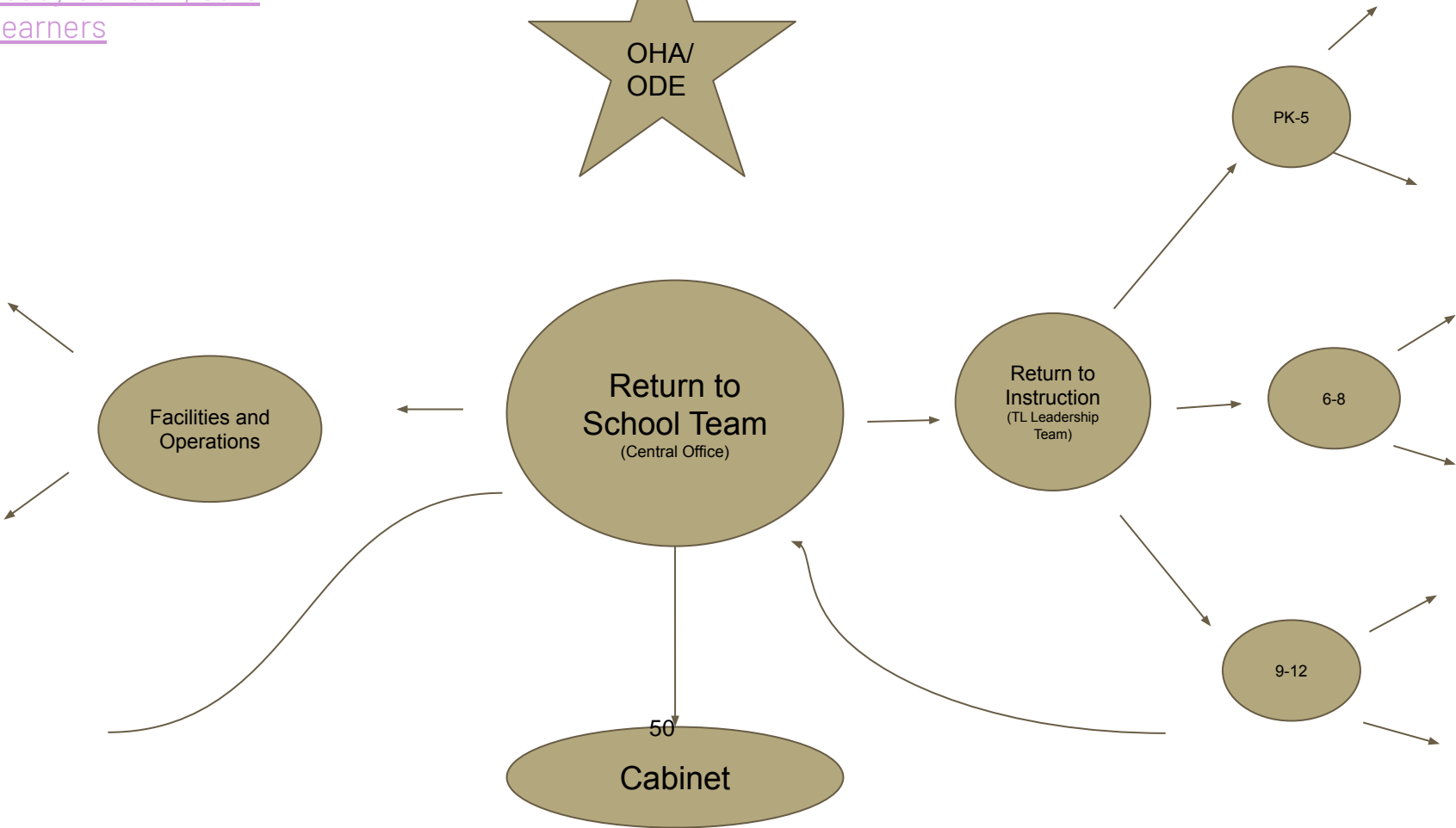
Background

BSD's Spring of 2020 response to the closure will have varying impacts on the Social Emotional and Academic well beings of staff and students. These differences will be predictable by race and socio-economic situation.

We will build an equitable response!

Our focus is on the safe reentry of our staff and students

Ready Schools, Safe Learners



OHA/ODE Blueprint (v 1.0.0)



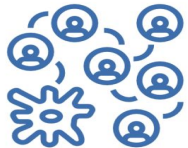
OPERATIONAL BLUEPRINT FOR REENTRY



1. PUBLIC HEALTH PROTOCOLS



2. FACILITIES AND SCHOOL OPERATIONS



3. RESPONSE TO OUTBREAK

5. INSTRUCTION



6. FAMILY AND COMMUNITY ENGAGEMENT



4. EQUITY



7. MENTAL, SOCIAL, AND EMOTIONAL HEALTH



8. STAFFING AND PERSONNEL

Highlights from the guidance

1. Significant requirements for:

- a. Screening
- b. Hygiene
- c. Distancing
- d. Contact Tracing

2. Cohorts

- a. Students will be placed in as few “stable cohorts” as possible.

3. Guidance for “**high risk**” instructional activities (PE, Science Labs, CTE, Performing Arts)

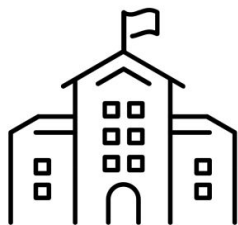
4. Division 22 requirements remain

- a. Learning standards
- b. Attendance
 - i. More guidance on remote attendance to come.

INSTRUCTIONAL MODELS

2020-21 SCHOOL YEAR

ON-SITE



Students Safely Learn In School

All students have access to in-person instruction in accordance with public health requirements.

HYBRID



Students Safely Learn In School and Away from School

Student groups have access to in-person instruction using staggered schedules and/or prioritizing certain grades, courses, and/or programs, in accordance with public health requirements. On-Site instruction is supplemented by Comprehensive Distance Learning.

COMPREHENSIVE DISTANCE LEARNING



Students Safely Learn Away from School

All students are engaged in learning through Comprehensive Distance Learning. Instruction occurs remotely with very limited exceptions for in-person supports.



RESPONSE TO OUTBREAK

53

Districts, schools, and programs need to flexibly plan to use multiple models throughout the school year to meet evolving health conditions. Even when the primary plan is through an On-Site or Hybrid learning model, Short-Term Distance Learning may be required due to outbreaks.

Process and Timeline

Technical Product: An “Operational Blueprint for Reentry” by each school.

Preparation - Understand the Blueprint and Requirements. Assemble appropriate teams and feedback mechanisms.

Plan Development - Develop the detailed plans (sections 1-3) and assurances for sections 4-8. Include feedback and collaboration through the educational community. Submit draft blueprint for reentry to the school board.

Public Health Review - Submit blueprints for reentry to the Washington County Department of Health and Human Services. The county will receive, carefully review and support ongoing efforts.

Final Plan Submission - Submit to ODE. Post to all relevant websites.

Beaverton School District Planning Teams

Return to School Team - Representatives from all departments

Purpose: The Purpose of the Return to School Committee is to ensure a coordinated reopening of schools in the Fall of 2020.

Shift In product from Brainstorm to “Springboard Plan”

Outcomes/Products(Update 6/11/2020): Deliver a template Operational Blueprint to the community, the board, and the schools.

Beaverton School District Planning Teams

Return to Instruction Team - Representatives from Teaching and Learning and administrative teams)PK-12

Purpose: To coordinate the Social Emotional and Academic response to the closure, including both district and school based actions.

Outcomes/Products(Update 6/11/2020): Determine initial “to school” cohort models.

Beaverton School District Planning Teams

Building Based Behavioral Health and Wellness Team

Purpose: Planning for school reentry and supporting the needs of staff, students, and families.

External Collaboration Teams

- **Big Five Districts Return to School Coordination**
 - Both Instructional and Operational Teams
- **NWRESD Curricular Guidance Reentry Team**
- **ODE “Return to Work” guidance team**
 - Providing professional development around the OHA/ODE Guidance
- **COSA - Weekly Training Sessions for Superintendents and Central Office Administrators**
- **Washington County Health Authority Collaborative**

Current Key Considerations

1. District and School wide protocols for meeting “Sections 1-3”
2. Cohort Models
 - a. “Arrival/Dismissal Cohorts”
 - b. Within school day cohorts
3. Out of school childcare
 - a. Community and Staff with young children
4. Instructional Model for Hybrid Learning
5. Physical/Mental Health of Staff, Students, and our Community.

Timeline

August 15, 2020 - Blueprint due to ODE (by school)

All dates below are for illustrative purposes

August 7 - Target for ODE Submission

July 23 - Submission to Washington County for review

July 9 - Review by BSD school board

June 24 - Springboard to Cabinet/and the Community

June 18 - Draft of initial cohort model/schedules to Return to School.

Flex Online

FLEX ONLINE

- FLEX Online will expand to a full virtual K-12 school next fall
- Capacity to serve up to approx 1000 students K-12 (targeting <400)
- Purpose:
 - Provide another pathway to success for students and families
 - Retain the enrollment of current students
 - Bring back students who had left BSD for outside options
- FLEX Online will be one of two options families can choose for online learning
 - FLEX Online - Permanent Online School
 - Comprehensive Distance Learning - Temporary School-based

Questions?



Long Range Facility Plan (LRFP) -
Community Advisory Committee

64

June 15, 2020

Agenda

- Purpose of Committee
- Composition of Committee
- Process and Schedule
- Community Outreach
- Committee Recruitment & Selection
- Next Steps



Purpose of LRFP Advisory Committee

- Community oversight and direction of community priorities
- Vetting of District data and staff recommendations
- Advise their communities on the District's planning process
- Reach consensus on a recommendation to the Board on capital facility improvement needs to fulfill the District's vision and educational programs.
- Fulfill the requirements of ORS 197.110

Composition of LRFP Advisory Committee

- Community Members
 - Parents, Property Owners, etc.
- Advocates
 - Representatives of interest groups
- Partner Agencies
 - Cities, Washington County, THPRD, etc.
- Approximately 25-30 members
 - Emphasis on community membership
- Staff will participate in an advisory role and will not be voting members



Process & Schedule

- LRFP background work ongoing with consultant team.
- Committee meetings begin in September 2020 and conclude April 2021
- Committee meets once a month
- Committee will review:
 - District's vision and education priorities
 - Existing conditions of facilities
 - Population forecasts and development trends
 - Facility capacities and needs
- LRFP development and identifying capital investment priorities by Committee (December 2020 through April 2021)



Community Outreach

- Community Outreach will include, but not be limited to:
 - Public testimony at Committee meetings;
 - Community open houses (digital and in person);
 - Social media campaigns;
 - Present at interest group meetings;
 - Present at BSD committees (e.g. Budget, Student, etc.)
 - Present at partner agency meetings;



Committee Recruitment

- Application through District webpage
- Committee representation throughout the District as defined by attendance areas and/or Board zones.
- Factors for consideration of applicants may include:
 - People who can represent the district as a larger entity, not just their school;
 - People who can represent different cultures, languages, ethnic, and socio-economic groups within the district;
 - People who possess unique or useful experience to aid in developing the LRFP;
 - People who can commit to the meeting schedule and the amount of time needed to prepare for meetings.

Next Steps

- Finalize recruitment advertising and process
- Select Committee candidates
- Identify community outreach opportunities

Questions?

72



**ADOPTION OF 2020-21 BUDGET,
 MAKING APPROPRIATIONS, IMPOSING TAXES**

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board needs to adopt the 2020-21 Budget, make appropriations and impose and categorize taxes prior to July 1, 2020.

BACKGROUND INFORMATION:

The Budget Committee approved the District’s 2020-21 Budget on May 18, 2020.

After a public hearing, the School Board may adopt the budget as amended by the School Board in compliance with Oregon Revised Statutes. The Beaverton School District School Board must appropriate legally adopted budget amounts for 2020-21 prior to making expenditures or transfers, in accordance with ORS 294.456

2020-21 BUDGET SUMMARY

	<u>General Fund</u>	<u>All Other Funds</u>	<u>Total All Funds</u>
Revenue Approved by Budget Committee:	\$ 536,377,901	\$ 400,118,918	\$ 936,496,819
Adopted Revenue Budget	<u>\$ 536,377,901</u>	<u>\$ 400,118,918</u>	<u>\$ 936,496,819</u>
Expenditures Approved by Budget Committee:	\$ 536,377,901	\$ 400,118,918	\$ 936,496,819
Adopted Expenditures Budget	<u>\$ 536,377,901</u>	<u>\$ 400,118,918</u>	<u>\$ 936,496,819</u>

RECOMMENDATION:

It is recommended that the School Board approve the attached resolution:

RESOLUTION (20-615A) ADOPTING THE BUDGET, MAKING APPROPRIATIONS AND IMPOSING TAXES

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

**RESOLUTION NO. 20-615A
ADOPTION OF 2020-21 BUDGET,
MAKING APPROPRIATIONS, IMPOSING TAXES**

BE IT RESOLVED that the Board of Directors of Beaverton School District hereby adopts the budget for the 2020-21 fiscal year in the total of \$936,496,819 now on file at the District's Office of the Associate Superintendent for Business Services, located at 16550 SW Merlo Road, Beaverton, Oregon 97003.

RESOLUTION MAKING APPROPRIATIONS

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2020, and for the purposes shown below are hereby appropriated:

General Fund		Nutrition Services Fund	
Instruction	\$ 320,230,185	Support Services	15,889
Support Services	182,761,294	Enterprise & Community Services	16,879,570
Enterprise & Community Services	250,000	Other Uses	5,000
Facilities Acquisition & Construction	100,000	Contingency	<u>2,912,163</u>
Long-Term Debt Service	1,580,000	Total	19,812,622
Transfers	4,711,906	Debt Service Fund	
Contingency	<u>26,744,516</u>	Debt Service	<u>91,206,599</u>
Total	536,377,901	Total	91,206,599
Student Body & Special Purpose Fund		Capital Projects Fund	
Instruction	11,717,560	Support Services	3,200,422
Support Services	1,577,440	Facilities Acquisition & Construction	150,471,022
Enterprise & Community Services	500,000	Transfers	<u>1,168,556</u>
Facilities Acquisition & Construction	2,500,000	Total	154,840,000
Transfers	<u>10,000</u>	Insurance Reserve Fund	
Total	16,305,000	Support Services	6,743,482
Special Purpose Fund		Facilities Acquisition & Construction	160,308
Transfer	<u>3,000,000</u>	Contingency	<u>800,000</u>
Total	3,000,000	Total	7,703,790
Categorical Fund		Workers' Compensation Fund	
Instruction	450,000	Support Services	3,341,754
Support Services	1,050,000	Contingency	<u>897,338</u>
Facilities Acquisition & Construction	<u>2,625,000</u>	Total	4,239,092
Total	4,125,000	Scholarship Fund	
Grant Fund		Enterprise & Community Services	\$ <u>490,000</u>
Instruction	44,589,448	Total	490,000
Support Services	29,894,962	Total All Funds Appropriation	<u>936,496,819</u>
Enterprise & Community Services	854,425	Total Adopted Budget	<u>\$ 936,496,819</u>
Facilities Acquisition & Construction	<u>14,664,737</u>		
Total	90,003,572		
Long-Term Planning Fund			
Instruction	\$ 50,000		
Support Services	4,320,000		
Facilities Acquisition & Construction	200,000		
Contingency	<u>3,823,243</u>		
Total	8,393,243		

RESOLUTION IMPOSING THE TAX

BE IT RESOLVED that the following ad valorem property taxes are hereby imposed for tax year 2020-21 upon the assessed value of all taxable property within the district:

- (1) At the rate per \$1,000 of assessed value of \$4.6930 for permanent rate tax;
- (2) At the rate per \$1,000 of assessed value of \$1.25 for local option tax;
- (3) In the amount of \$69,421,375 for debt service for general obligation bonds;

RESOLUTION CATEGORIZING THE TAX

BE IT RESOLVED that the taxes imposed are hereby categorized for purposes of Article XI section 11b of the Oregon Constitution as:

	<u>Education Limitation</u>	<u>Excluded from Limitation</u>
Permanent Rate Limit	\$4.6930/\$1,000	
Local Option Tax	\$1.25/\$1,000	
General Obligation Debt Service		\$69,421,375

The above resolution statements were approved and declared adopted on this fifteenth day of June 2020.

X _____
Board Chair

X _____
Recording Secretary

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



APPROPRIATION RESOLUTION FOR 2019-20 BUDGET

POLICY ISSUE / SITUATION:

The administration requests the Board appropriate \$525,461,801 in the Debt Service Fund. In accordance with ORS 294.326(5) and ORS 294.483(1) no supplemental budget is required.

BACKGROUND INFORMATION:

Beaverton School District may appropriate budget in order to authorize additional expenditures for the purpose of bond refunding. The Board approved resolution 19-1015 authorizing the issuance and sale of General Obligation Refunding Bonds on October 15, 2019.

RECOMMENDATION:

It is recommended that the School Board approve this Resolution (**20-615B**).

BE IT RESOLVED that the School Board of Beaverton School District approves the amounts for the fiscal year beginning July 1, 2019, and for the purposes shown below are hereby appropriated:

DEBT SERVICE FUND

Resources:

Bond Proceeds	\$	440,000,000
---------------	----	-------------

Requirements:

Debt Service	\$	440,000,000
--------------	----	-------------

The above resolution statements were approved on this fifteenth day of June 2020.

X _____
 Board Chair

X _____
 Recording Secretary

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE



**DISTRICT WIDE FACILITY REPAIRS
FROM THE 2014 CAPITAL IMPROVEMENT BOND****POLICY ISSUE/SITUATION**

The 2014 Capital Improvement Bond includes a line item for deferred maintenance projects called “District-Wide Facility Repairs”. The initial budget for this project was set at \$98,000,000.00 and is often referred to as “the \$98 Million.” The current budget for the District-Wide Facility Repairs project is \$94,217,753.00. The current Estimate at Complete (EAC) for the project is \$120,017,753.00. The shortfall of \$25.8M is based on a myriad of factors such as inadequate initial budgets, market conditions, added scope, and unplanned projects.

The purpose of the District-Wide Facility Repairs is to complete repairs at all schools across the district. This project is made up of 200+ individual line items that cover a wide range of trades, from replacing full HVAC systems to repairing damaged classroom carpet. These line items were used in the voter engagement flyer and will be completed by the end of the 2014 Capital Improvement Bond (summer of 2022).

In 2018, BSD staff conducted a re-estimate of all the line items in District-Wide Facility Repairs and concluded an additional \$25M from the Program Reserve is needed to complete all project line items. Since June 2018, the additional \$25M has been reflected as part of the calculation for the Program Reserve EAC shown in the monthly 2014 Bond Program Status Reports.

As of today, there is \$4,713,277.00 in unspent budget remaining in the District-Wide Facility Repairs project. That amount is not sufficient to execute a full slate of projects beyond the summer 2020. To complete the remaining line items within this project, a budget increase is needed.

District-Wide Facility Repairs project funding summary (as of May 2020):

Current project EAC:	\$120,017,753.00
Current project budget:	<u>\$ 94,217,753.00</u>
Budget increased required:	\$ 25,800,000.00

BACKGROUND INFORMATION

BSD staff presented an overall summary of the budget challenges at the School Board meeting on May 14, 2018. Given the uncertainty around the remaining major Bond projects at the time, a formal budget increase was deferred and the Board requested additional tracking efforts — which were integrated into the Bond Program Status Report on pages 2 and 11. The information was presented to the Bond Accountability Committee (BAC) at the May 30, 2018 meeting.

Since May 2018, all remaining major projects in the Bond were solicited, awarded, and in a good financial position during the project execution. The status of major projects:

Arts and Communication Magnet Academy (ACMA): the project was awarded in April 2019 and major site work is complete as well as a lot of the building structure. Schedule conditions are favorable and we fully expect to be completed in time to support a September 2021 opening. The current project contingency available is \$2,844,644.00.

Five Oaks MS: work is being executed through phases. Phase 6 is ongoing and will be complete by the end of the summer 2020. Phase 7 is scheduled to be complete by December 2020. The current project contingency available is \$244,542.00.

Raleigh Hills ES: this project was suspended indefinitely as voted upon by the School Board in December 2018. The current funding level hold is \$11,821,753.00.

Seismic Upgrades: the contract for phase 2 upgrades at Aloha HS and Beaver Acres were awarded. Both projects will be complete by the end of summer 2020. Project planning for the last school to get seismic upgrades (Cooper Mountain) is underway. The current total contingency across all Seismic projects is \$2,583,076.00.

William Walker ES: the project was successfully completed on time for the 2019 school year. The project is in close out and will return significant savings to the Program Reserve. The current project contingency is \$1,586,747.00.

On January 29, 2020, BSD staff presented a follow up on the details of the budget shortfall to the BAC. As a result of the presentation and discussion, the BAC voted unanimously at the April 15, 2020 meeting to recommend a budget transfer of \$12M from the Bond Program Reserve to the District-Wide Facility Repairs project.

The budget increase will allow staff to begin planning and procurement for projects to take place in the summer of 2021. BSD staff will request the additional funding needed for the remaining balance (currently \$13.8M) in 2021 to execute the remaining projects by the summer of 2022.

RECOMMENDATION

Recommend the BSD Board approves the transfer of \$12,000,000.00 from the Bond Program Reserve into the District-Wide Facility Repairs project.



**USE OF THE REMAINING PROGRAM RESERVES
FROM THE 2014 CAPITAL IMPROVEMENT BOND**

POLICY ISSUE/SITUATION

As of the February 2020 Bond Program Status Report, the Facilities Development team is projecting a Program Reserve Estimate at Completion of \$12.2M. This estimate considers any outstanding risk in ensuring the timely completion of all voter committed projects from the 2014 Capital Improvement Bond.

The remaining projects from the 2014 Capital Improvement Bond are scheduled through the summer of 2022. To use the available Program Reserve of \$12.2M by the summer of 2022, it is necessary for Facilities Development to begin the planning, solicitation, and execution of additional projects.

BACKGROUND

BSD staff prioritized a list of additional projects not currently included in the 2014 Capital Improvement Bond and presented them to the Bond Accountability Committee on April 15, 2020. A list of these projects is attached and were prioritized and scored based on their benefits to safety and security, operational impact, and community/equity.

During the online meeting of April 15, 2020, the Bond Accountability advised to not tie up all the Program Reserve in additional projects and reserve some of it for unforeseen contingencies. The Bond Accountability Committee voted unanimously on the recommendation for the top 5 projects on the list:

Security: Paging/Notification	\$500,000
Security: Classroom Walls	\$2,000,000
Health: Partial Re-pipe @ Chehalem	\$500,000
Health: Partial Re-pipe @ McKinley	\$500,000
Cameras @ All Schools	\$3,000,000

The project estimates are preliminary and will require further scoping and analysis. If approved

by the School Board, BSD staff will request approval to execute these projects in the summer 2021.

RECOMMENDATION

Recommend the Board approve the use of Program Reserves to plan and execute the five projects listed above.



2021-22 BUDGET CALENDAR

POLICY ISSUE/SITUATION

The recommendation for the District’s Budget Calendar for 2021-22 is presented for School Board approval.

RECOMMENDATION:

BE IT RESOLVED it is recommended that the School Board approve the following Budget Calendar for 2021-22.

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

BUDGET CALENDAR 2021-22

August 31, 2020 Monday	School Board Meeting - 6:30 pm <ul style="list-style-type: none"> Budget Committee openings Application process discussion 	<i>Administration Center</i>
November 30, 2020 Monday	School Board Meeting - 6:30 pm <ul style="list-style-type: none"> Appoint Budget Committee members to fill vacancies 	<i>Administration Center</i>
January 12, 2021 Tuesday	Budget Listening & Learning Session - 6:30 pm <ul style="list-style-type: none"> Community discussion to provide input/Q & A 	<i>TBD</i>
January 26, 2021 Tuesday	Budget Listening & Learning Session - 6:30 pm <ul style="list-style-type: none"> Community discussion to provide input/Q & A 	<i>TBD</i>
March 8, 2021 Monday	Budget 101 - 6:30 pm <ul style="list-style-type: none"> Provide up-to-date budget information prior to budget proposal Budget Committee to ask questions about process and significant factors influencing the budget 	<i>TBD</i>
May 3, 2021 Monday	Budget Committee Meeting - 6:30 pm <ul style="list-style-type: none"> Superintendent proposes the budget and delivers the budget message Elect Budget Committee officers Public testimony 	<i>Administration Center</i>
May 17, 2021 Monday	Budget Committee Meeting - 6:30 pm <ul style="list-style-type: none"> Budget Committee discussion Approval of budget and tax levies 	<i>Administration Center</i>
June 21, 2021 Monday	School Board Meeting - 6:30 pm <ul style="list-style-type: none"> Budget public hearing Board makes appropriations Adopt budget and tax levies 	<i>Administration Center</i>

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired, or for other accommodations for persons with disabilities, should be made at least 48 hours in advance of the meeting. Please contact Community Involvement Office at 503-356-4360.



ELECTION OF SCHOOL BOARD CHAIR AND VICE CHAIR FOR 2020 - 2021

POLICY ISSUE / SITUATION:

Board Policy BCB states: The officers of the Board shall consist of a chair and a vice chair. The term of office for the chair and vice chair shall be for twelve (12) months from July 1, 2020 through June 30, 2021. The Board recognizes that State statute allows a member to be elected for up to four successive one-year terms. In the event the current Board chair and vice chair leave the Board, the most senior Board member will provide leadership until the elected Board elects new officers.

RECOMMENDATION:

BE IT RESOLVED that the Board Chair conduct the election of School Board Chair and Vice-Chair for the 2020-2021 school year as prescribed by Policy BCB.

District Goal: WE Empower all students to achieve post-high school success.

"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes."



Flex Online School Authorization

POLICY ISSUE/SITUATION

The funding Measure 98 provides to run the current BSD FLEX program has specific grade-level and eligibility requirements. This means many families looking for a partial or full-virtual option don't currently have one in BSD. Some of these families are choosing to leave the district for homeschool, virtual charters or neighboring district full-virtual options.

This situation is exacerbated by the uncertainty around what school will look like in the fall given social distancing, contact tracing, symptom checking and other protocols that will need to be in place. Based on data from other countries and states who have re-opened schools, 3% to 25% of BSD families could opt not to send their students back to a traditional school setting. Having an online school option that can serve both partial and full-virtual formats would give families the peace of mind they can remain in BSD and transition back to a traditional setting at their discretion.

The BSD FLEX program currently provides supplemental coursework to students in grades 9-12 who remain enrolled at their home high school. Beginning with the 2020-21 school year, a new Flex Online School will provide a comprehensive education to students in grades K-12 who enroll in the school and will grant diplomas to enrolled students who complete graduation requirements. Supplemental coursework will still be available for high school students who remain enrolled at their home high school.

The Oregon Department of Education requires School Board authorization for opening and closing schools.

RECOMMENDATIONS:

It is recommended that the Board authorize Flex Online School to offer instruction to students in grades K-12.

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



Livestream was made available on: <https://www.youtube.com/channel/UCGCsl4R0vYcEcVMkLBI-cqQ>

Board Members Present Zoom Meeting:

- Becky Tymchuk, Chair
- Eric Simpson, Vice Chair
- Anne Bryan
- Susan Greenberg
- LeeAnn Larsen
- Tom Colett

Staff Present:

- | | |
|-------------------|---|
| Don Grotting | Superintendent |
| Ginny Hansmann | Deputy Superintendent of Teaching and Learning |
| Carl Mead | Deputy Superintendent of Operations |
| Sue Robertson | Chief Human Resource Officer |
| Maureen Wheeler | Public Communications Officer |
| Mike Schofield | Associate Superintendent for Business Services |
| David Williams | Executive Administrator for Strategic Relations/Initiatives |
| Toshiko Maurizio | Administrator for Multilingual Programs |
| Josh Gamez | Chief Facilities Officer |
| Danielle Hudson | Executive Administrator for Student Services |
| Steve Langford | Chief Information Officer |
| Camellia Osterink | District Legal Counsel |
| Pat McCreery | Administrator for Equity and Inclusion |

CALL MEETING TO ORDER & BOARD PROCEDURES – Becky Tymchuk

School Board Chair Becky Tymchuk called the meeting to order at 6:30 p.m. Chair Tymchuk asked for changes to the agenda, there were none.

PUBLIC COMMENTS

Lashon Guyton, Parent/Community Member - Appreciates everyone that works in the educational department. You are appreciated, especially the teachers and assistants. I am afraid to send my children back to school. I have seen the option of remote learning which I'm very pleased about. I have to admit I am stressed out. It's hard, especially having three special needs children. Can someone please come up with a plan to make things easier for parents teaching children at home for the following school year? Any information would be helpful. Also, will there be a pre-k remote learning option as well? Thank you so much.

Sharmila Bose, BSD Student – I do not support virtual schooling full time for next year. My daughter is missing interaction with teachers and students terribly and she is depressed. She needs to go to school at least few times a week. Children need social interaction. She is not learning from online school. Please

District Goal: WE Empower all students to achieve post-high school success.

"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes."

do not do this to the children again next year. Figure out a way to make at least partial in person schooling happen. Thanks.

Kristen West, Parent/Community member - when will the high school students receive their yearbooks for this school year?

Megan Needham, Parent/Community member - Our family, like many others, feels that remote learning has been ineffective and places an undue burden on parents, whether or not parents work outside the home. Children need to return to school in the fall. The CDC website notes that children face no higher risk for COVID than adults, and children in Oregon comprise only 5% of COVID cases and only 1% of hospitalizations despite known symptomatic children attending school early in March (Aloha HS at the very least). Children are suffering significant mental health burdens due to school closures and an inability to socialize with classmates in an orderly environment. It is imperative that schools open in the fall.

REPORTS

A. Superintendent Comments – Don Grotting

The District is in the process of developing multiple work plans with an internal team to prepare for summer programming and returning to school in the fall. We will be adhering to the guidance of when and how we return to school from the Oregon Dept. of Education and the Oregon Health Authority. Different scenarios are being discussed. We are working with the other four large school districts to explore strategies on the instructional side and the operational side on how schools might look when we return. If we have to go with distance learning in the fall we need to improve. We hope to have more guidance from the State around June 8, 2020. Staff, parents and other stakeholders will be surveyed regarding the successes and challenges currently existing with distance learning.

As well as the advent of possible hotspots throughout the year of different schools that could be impacted. It is agreed that if we have to go to distance learning we need to improve.

The May Economic Forecast is out, indicating a \$2.7B shortfall to the State General Fund. The Corporate Activities Tax is expected to generate about 60% of expected revenue. We will also be waiting to see if the legislature will provide additional funding to school districts from their financial reserves. There is an expected \$10B deficit to the State General Fund over the next three biennia. All district departments have produced spending reductions of 5, 10 and 15 percent and presented to Cabinet. Cabinet will be making reduction decisions in order to allow for staffing assignments to be completed.

As directed by the School Board we continue to work with Piper Jaffray regarding refinancing of our current bonds due to the low interest rates which would save the district several million dollars.

B. Financial Update – Mike Schofield

Mike reported to the School Board that the projected ending fund balance is \$45.4 (45.1% General Operating Fund and 0.3 for Local Option Levy Fund). The CARES Act may be bringing in funds to assist with the losses in June. If we qualify, we should see them sometime in June. Current and future furlough days will also help with the general budget for next year.

C. Bond Accountability Committee Report – Dick Harbert

The Bond Accountability reported on the fourth quarter of 2019 and the first quarter of 2020. The meetings for the six-month reporting period have been irregular primarily due to the COVID-19 crisis.

Due to the resignation of one of the BAC committee members in January the staff issued a press release soliciting new BAC members. In order to maintain quorums for future meetings and to meet the charter requirements of having seven to nine members, the staff issued a press release soliciting new BAC members. Three qualified members were selected from the applications and are expected to be added to the BAC soon.

Committee members have agreed on the following:

- That bond revenues are being used for intended purposes, based on information provided by the staff to the committee in the Bond Program Status Reports.
- That the bond program goals and the School Board goals were met by staff during the fourth and first quarters.
- Program staff have developed many technical, education, and security standards and have been applying them to projects under the bond program.
- They continue to be satisfied with the quality of information in the reports received at each meeting.
- Despite the situation we find ourselves in we continue to make good progress on the bond projects.

The committee continues to review monthly reports produced by the district and perform other reasonable duties requested by the School Board and/or Superintendent. Project management of current building updates such as Five Oaks and ACMA are going well.

Questions/Comments:

- Eric Simpson represents the School Board on the BAC and feels that things are going well. He approves of the list of projects and of the method that the Bond Committee uses.
- On a list of candidate projects how was the community column scored? Was there a survey sent out to the community? *They had a point system with 5 being the highest. If it was going to improve across the district it was a 5. Since the bond was given to us from the community and these are extra funds do you feel like a poll or survey from the community would be helpful? There was consideration but they felt that there will be a lot of projects that will come our way.*
- Is the reserve we are talking about outside of the amount we are saving for Raleigh Hills? *Yes. Has the committee looked at the scoring along with the other information in our packet? That information was received afterward and they will continue to update the Bond Committee with that data.*

D. Facility Condition Assessment – Josh Gamez, Aaron Boyle along with Ryan Dickerson, Ryan Fujiwara and Rick Becker with McKinstry

The Facility Condition Assessment is the inventory, data collection and analysis of the condition of facilities, age of equipment, estimated remaining life and replacement cost. A contract was awarded to McKinstry in April 2019. Throughout the past year they have:

- Reviewed existing plans and interviewed BSD staff
- Identified and documented facility deficiencies
- Provided an assessment of all schools and facilities
- The report will cover 30 years
- Seismic data is included in the scoring
- The FCA data will be included in the Long-Range Facility Plan update

The net present value of all BSD facility assets is \$1.14B. The Maintenance team is doing their best to extend useful life of assets but replacement parts are becoming more obsolete.

Ryan Dickerson walked the School Board through a very detailed spreadsheet that looked at all of the assets in the district.

Questions/Comments:

- Pushing items out by a year makes a big difference in the financial piece. *Yes.*
- The seismic data as well as this data will be really important for the Board as they will be faced with comparing safety versus total disaster.
- For schools that have a large number of portables, were those considered such as Westview? *They did do an assessment of the inside of the portables and there are scores for them. The FCA looks at the conditions of the assessments and not the number of portables on a site.*
- When we are looking at this information is there a deferred maintenance and how does this look against other schools. *This will be addressed in the presentation.*
- Do you have a way of controlling certain synergies like labor costs, construction costs, etc. to get more bang for your buck? *Yes, there are a couple of ways that you can look at the inflation and discount rates.*
- Are we in a place where our deferred maintenance is increasing or decreasing over time? *At this time, we are operating on emergency projects first and then we will move to other projects and prioritize.*
- Can you change the information for what is needed for replacement due to inflation? *Josh and Aaron will send information to the Board on how to use the tool.*
- If there is a recession will the costs automatically repopulate with the new costs? *The District would need to update the data.*
- What is the shelf life of this data? *What we just presented is what we saw when we were visiting sites.*
- Looking at those numbers for ACMA and Five Oaks where they just assuming that all of those things would be new? *With Five Oaks the information was given to McKinstry. With ACMA only the Performing Arts building was included, not the recently demolished building.*
- This is a living, breathing document. Will it change, who oversees it, and what is the timeline of this data? *Josh Gamez is in charge of the document. If needed he can go back to McKinstry for assistance. As they update data, items that are not changed will roll forward.*

E. Long-Range Facility Planning Update – Steven Sparks

The District is nearing a successful completion of the 2014 Capital Bond program. The District has also completed a new population forecast with Portland State University and has recently completed a Facilities Conditions Assessment (FCA). Each of these factors will inform and be critical components of the Long-Range Facilities Plan.

A consultant has been engaged to prepare a new Long-Range Facility Plan for the district. This planning effort will replace the current plan that was adopted in 2010. The Board will have an opportunity to review and comment on the work plan for the entire planning process.

DISCUSSION ITEMS

A. District Wide Facility Repairs from the 2014 Capital Improvement Bond – Josh Gamez

The purpose of the District-Wide Facility Repairs is to complete repairs at all schools across the district. This project is made up of 200+ individual line items that cover a wide range of trades.

As of today, there is \$4,713,277 in unspent budget remaining in the District-Wide Facility Repairs project. That amount is not sufficient to finish a full slate of projects beyond the summer of 2020. In

order to complete the remaining line items within this project a budget increase is needed of \$12,000,000 from the Bond Program Reserve into the District-Wide Facility Repairs project. Approval will be requested of the School Board for this transfer at the June 15, 2020 School Board meeting.

Questions/Comments:

- Board member Simpson restated that the Bond Committee had vetted all materials and there were no additional questions.
- To go to completion, we would only need half of the amount instead of the full amount. Why only half of the amount now? *It is just a place holder to have the funds set aside. They will ask for the remaining balance as needed.*
- We also have added projects, are all of the additional projects coming out of the same reserve? *Yes, that has been included over several years.* What are the total reserves? *It is a little over \$38M.*
- Board member Bryan reviewed additional Bond information that was available on the website and requested that those materials be included in future Board meeting packets.

B. Use of Program Reserves from the 2014 Capital Improvement Bond – Josh Gamez

The remaining projects from the 2014 Capital Improvement Bond are scheduled through the summer of 2022. To use the available Program Reserve of \$12.2M by the summer of 2022, it is necessary for Facilities Development to begin the planning, solicitation, and execution of additional projects. The BAC voted unanimously on the recommendation for the top 5 projects on the list below and will seek approval from the School Board at the June 15, 2020 School Board Meeting.

1. Security - paging/notification
2. Security - classroom walls
3. Health – partial re-pipe at Chehalem
4. Health- partial re-pipe at McKinley
5. Cameras at all schools

C. First Reading of School Board Policy JGD – Suspensions – Camellia Osterink, Becky Tymchuk and David Williams

The district has never offered an appeal process for suspension. The Student Handbook has reflected this as well as the old policy/AR . When the Policy Committee reviewed all policies two years ago this was somehow missed. The Policy Committee recently met and agreed to reword the last sentence to read: *Suspensions may be appealed per JGD-AR.*

Questions/Comments:

- The Policy Committee did have a robust discussion regarding this change and they were unanimous in the rewording of the last sentence.

ACTION ITEMS

A. Consent Agenda – Becky Tymchuk

1. Personnel

BE IT RESOLVED that the employee(s) who are recommended herein for administrator and teacher elections, leaves of absence, and resignations/terminations are accepted by the School Board as submitted at this meeting.

2. Approval of School Board Meeting Minutes

BE IT RESOLVED that the minutes for April 27, 2020 are hereby approved.

3. Grant Report

BE IT RESOLVED that the Grant report be and hereby is approved as submitted.

4. Approval of School Board Meetings for 2020 – 2021

BE IT RESOLVED that the School Board Meetings for 2020 – 2021 were approved as submitted.

5. Public Contracts

BE IT RESOLVED that the School Board authorizes the Superintendent or a designee to obligate the District for the public contract items as submitted at this meeting.

6. IGA with City of Beaverton – Water Main at Five Oaks Middle School

BE IT RESOLVED that the School Board authorizes the Deputy Superintendent of Operations and Support Services to execute an IGA with the City of Beaverton for the installation of a new water main and the dedication of a permanent 15-foot wide utility easement along the northern property line of the Five Oaks Middle School property.

7. Construction Excise Tax Increase

BE IT RESOLVED that the School Board approves increasing the Construction Excise Tax and amending the Intergovernmental Agreements with Washington County, City of Beaverton, City of Tigard, City of Hillsboro and City of Portland to impose and collect the increased tax rates.

LeeAnn Larsen made the motion to adopt the Consent Agenda. Anne Bryan seconded and the motion passed unanimously by a vote of 6 to 0 by Becky Tymchuk, Eric Simpson, Anne Bryan, Tom Colett, Susan Greenberg and LeeAnn Larsen.

BOARD COMMUNICATION – Board Members

A. Individual School Board Member Comments

- Becky Tymchuk thanked staff for help last week with her email. She also thanked I/T for going above and beyond to help our students, families and staff.

ADJOURNMENT

Becky Tymchuk adjourned the meeting at 8:17 p.m.

INFORMATION ITEMS

- School Board Policy Committee Meeting Notes
- Bond Program Status Report through April 2020

Submitted by

Mary Hawkins

Mary Hawkins

Becky Tymchuk

Becky Tymchuk, School Board Chair



GRANT REPORT

Grant Proposal	Funding Agency	Amount Requested	Submission Date	Decision Date	Action Required
BEF Kids Count Grant	Beaverton Education Foundation	\$127,775	15 Feb 2020	10 Mar 2020	Permission to receive funds
BEF funding will support: <ol style="list-style-type: none"> 1) summer school programming for students from Fir Grove, Sexton Mountain, Chehalem, Vose, Montclair, Raleigh Park, Raleigh Hills, Ridgewood, Cedar Mill, Barnes, Elmonica, Oak Hills, Terra Linda and Rock Creek (\$90,000); 2) Middle School Construction Trades and Automotive Tech Exploration programs (\$20,000); 3) After school programming at Sunset HS and Montclair Elementary (\$17,775). 					

Grant Proposal In Review	Funding Agency	Amount Requested	Submission Date	Decision Date
Title VII Indian Education Formula Grant	U.S. Department of Education	\$29,282	21 Jun 2020	30 Jul 2020
Title IC (Summer School)– Education of Migratory Children	Oregon Dept. of Education	\$112,621	11 Jun 2020	25 Jun 2020
Preschool Promise	Oregon Early Learning Division	\$271,711	4 May 2020	5 Jun 2020

Grant Proposal Final Status	Funding Agency	Amount Requested	Amount Funded
Technical Assistance Program (TAP) Seismic Assessment Grant	Oregon Dept. of Education	\$25,000	\$25,000
Partners in Science Grant	M.J. Murdock Charitable Trust	\$10,000	\$10,000
Middle School Trades Exploration	Worksystems, Inc.	\$20,000	\$20,000
Community Health Improvement Plan (CHIP) Grant	Washington County Dept. of Health & Human Services	\$49,625	\$49,625

RECOMMENDATION:

It is recommended that the proposals be approved.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



**PUBLIC CONTRACTS – BOARD AUTHORIZATION OF
SUPERINTENDENT TO OBLIGATE THE DISTRICT**

POLICY ISSUE/SITUATION

School Board action is required to authorize the Superintendent or a designee to obligate the District for the attached public contract items.

BACKGROUND INFORMATION

On May 15, 2017, the Board adopted current policy language regarding Authority to Obligate the District (Board Policy DJ), which updates the School District's Public Contracting Rules in accordance with State Recommended Model Rules. Appropriate bidding procedures and Public Contracting Rules have been complied with before recommending the attached contract for Board approval. The following authorization of contract, subject to available budget appropriations, is a routine Board action that appears under the consent grouping of the Board agenda.

RECOMMENDATION

BE IT RESOLVED that the School Board authorize the Superintendent or a designee to obligate the District for the public contract items listed in Attachment A.

PUBLIC CONTRACTS
BOARD AUTHORIZATION OF SUPERINTENDENT TO
OBLIGATE THE DISTRICT
SUBMITTED FOR SCHOOL BOARD APPROVAL

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Broadline Grocery	Charity Ralls	RFP 19-0006	Sysco	\$2,500,000.00	7/2020	6/2021	Authorization to Award Contract
Middle and High School College Readiness Testing	Jon Bridges	Copyrighted materials	ACT, Inc.	\$265,000.00	9/2020	8/2021	Authorization to Award Contract
Milk and Dairy Products	Charity Ralls	ITB 19-0021	Spring Valley Dairy	\$1,200,000.00	7/2020	6/2021	Authorization to Award Contract
Oak Hills Elementary, ADA Bathroom Remodel	Nathan Potter	ITB 19-0057	A Five Construction LLC.	\$147,722.00	6/15/2020	8/28/2020	Authorization to Award Contract
USDA Foods Processing - Pizza	Charity Ralls	RFP 16-0012	Roadrunner Home Bake	\$252,000.00	7/2020	6/2021	Authorization to Award Contract
Produce Contract	Charity Ralls	ITB 19-0015	Gatto and Sons Inc.	\$750,000.00	7/2020	6/2021	Authorization to Award Contract
Water Quality Facility Maintenance and Repair Services	Nathan Potter	RFP 16-0022	DeSantis Landscapes Inc	\$168,698.00	7/2020	6/2021	Authorization to Award Contract



PROJECT NAME: Broadline Grocery and USDA Foods

PROJECT TIMELINE: 07/2020–06/2021

PROJECT BUDGET: \$2,500,000.00

PROJECT SCOPE: Provision of broadline grocery products to all District schools and receipt, storage and delivery of USDA Foods for all District schools for school year 20-21.

CONTRACT NAME: Broadline Grocery

RECOMMENDED BY: Charity Ralls, Administrator for Nutrition Services

SOLICITATION METHOD: Request for Proposal #19-0006

CONTRACT TIMELINE: 7/2020–6/2021

CONTRACT AMOUNT: \$2,500,000.00

CONTRACT SCOPE: Provision of broadline grocery products and receipt, storage and delivery of USDA Foods for Beaverton School District Nutrition Services.

RECOMMENDATION: Authorization to Award Contract to Sysco

FUNDING SOURCE: Nutrition Services



PROJECT NAME: Middle and High School College Readiness Testing

PROJECT TIMELINE: 9/2020–8/2021

PROJECT BUDGET: \$265,000

PROJECT SCOPE: College readiness tests at grades 8, 10, and 11

CONTRACT NAME: Middle and High School College Readiness Testing

RECOMMENDED BY: Jon Bridges

SOLICITATION METHOD: Copyrighted materials

CONTRACT TIMELINE: 9/2020–8/2021

CONTRACT AMOUNT: \$265,000

CONTRACT SCOPE: College readiness tests at grades 8, 10, and 11

RECOMMENDATION: Authorization to Award Contract to ACT, Inc.

FUNDING SOURCE: General Fund and ODE Grant



PROJECT NAME: Milk and Dairy Products

PROJECTTIMELINE: 07/2020–06/2021

PROJECT BUDGET: \$1,200,000.00

PROJECT SCOPE: Provision of milk, dairy products and juice for all District schools.

CONTRACT NAME: Milk and Dairy Products

RECOMMENDED BY: Charity Ralls, Administrator for Nutrition Services

SOLICITATION METHOD: Invitation to Bid #19-0021

CONTRACTTIMELINE: 7/2020–6/2021

CONTRACT AMOUNT: \$1,200,000.00

CONTRACT SCOPE: Provision of milk, dairy products and juice for all District schools.

RECOMMENDATION: Authorization to Award Contract to Spring Valley Dairy

FUNDING SOURCE: Nutrition Services



PROJECT NAME: Oak Hills Elementary, ADA Bathroom Remodel

PROJECT TIMELINE: 06/15/2020 – 08/28/2020

PROJECT BUDGET: \$633,000.00

PROJECT SCOPE: Remove and replace existing bathroom fixtures, partitions, associated hardware, and move plumbing connections to create American with Disabilities Act (ADA) accessible boy's and girl's bathrooms on each side of the building. Replace existing flooring in two staff restrooms.

CONTRACT NAME: Oak Hills Elementary, ADA Bathroom Remodel

RECOMMENDED BY: Nathan Potter

SOLICITATION METHOD: ITB 19-0057

CONTRACT TIMELINE: 06/15/2020–08/28/2020

CONTRACT AMOUNT: \$147,722.00

CONTRACT SCOPE: Provide all labor and materials to remove and replace existing bathroom fixtures, partitions, associated hardware, and move plumbing connections to create ADA accessible boy's and girl's bathrooms on each side of the building. Replace existing flooring in two staff restrooms

RECOMMENDATION: Authorization to Award Contract to A Five Construction LLC.

FUNDING SOURCE: 2014 Bond



PROJECT NAME: USDA Foods Processing - Pizza

PROJECTTIMELINE: 07/2020–06/2021

PROJECT BUDGET: \$252,000.00

PROJECT SCOPE: Processing of cheese into finished pizza product.

CONTRACT NAME: USDA Foods Processing - Pizza

RECOMMENDED BY: Charity Ralls, Administrator for Nutrition Services

SOLICITATION METHOD: Request for Proposal #16-0012

CONTRACTTIMELINE: 7/2020–6/2021

CONTRACT AMOUNT: \$252,000.00

CONTRACT SCOPE: Processing of cheese into finished pizza products.

RECOMMENDATION: Authorization to Award Contract to Roadrunner Home Bake

FUNDING SOURCE: Nutrition Services



PROJECT NAME: Produce Contract

PROJECTTIMELINE: 07/2020–06/2021

PROJECT BUDGET: \$750,000.00

PROJECT SCOPE: Contractor to provide Beaverton School District Nutrition Services with produce delivered to all school sites.

CONTRACT NAME: Produce Contract

RECOMMENDED BY: Charity Ralls, Administrator for Nutrition Services

SOLICITATION METHOD: Invitation to Bid 19-0015

CONTRACTTIMELINE: 7/2020–6/2021

CONTRACT AMOUNT: \$750,000.00

CONTRACT SCOPE: Provision of produce for Beaverton School District Nutrition Services.

RECOMMENDATION: Authorization to Award Contract to Gatto and Sons Inc.

FUNDING SOURCE: Nutrition Services



PROJECT NAME: District Water Quality Facilities

PROJECT TIMELINE: 8/2016-6/2021

PROJECT BUDGET: \$190,000.00/Annually

PROJECT SCOPE: Provide all necessary materials and services to perform water quality facility maintenance and repairs as per Clean Water Services Quality Rating of 2 (Good). All weeding, planting, and sediment removal included.

CONTRACT NAME: Water Quality Facility Maintenance and Repair Services

RECOMMENDED BY: Nathan Potter

SOLICITATION METHOD: RFP#16-0022

CONTRACT TIMELINE: 7/2020-6/2021

CONTRACT AMOUNT: \$168,698.00

CONTRACT SCOPE: This contract includes additional facilities not included in the original solicitation. Mountainside High School, Timberland Middle School, Sato, Vose and Hazeldale Elementary Schools are these additional sites. With these added sites, increased labor hours are required to maintain all facilities to the governing body's requirements.

RECOMMENDATION: DeSantis Landscapes Inc.

FUNDING SOURCE: Maintenance General Operating Budget



Second Reading of School Board Policy

POLICY ISSUE/SITUATION:

Attached is the second reading of School Board policy:

- JGD - Suspensions

BACKGROUND INFORMATION

In the fall of 2016 the Beaverton School Board contracted with Oregon School Boards Association to review and readopt all Beaverton School District policies and administrative regulations. The review of policies was completed in June of 2018. The Policy Committee continues to meet to discuss suggested changes by OSBA. All departments continue to work to reach compliance of administrative regulations.

RECOMMENDATION:

It is recommended that the School Board adopt this policy change.

Beaverton School District 48J

Code: JGD
Adopted: 5/14/18

Suspension**

The Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of Board policies, administrative regulations or school rules;
2. Willful conduct which materially and substantially disrupts the rights of others to an education;
3. Willful conduct which endangers the student, other students or staff members;
4. Willful conduct which damages or injures district property.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student in the fifth grade or lower, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the *Student Family Resource Handbook* made available by the district.

Each suspension will include a statement of the reasons for suspension, the length of the suspension, a plan for readmission and may include a plan for the student to make up school work. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents of suspended students. The district may require a student to attend school during non-school hours as an alternative to suspension.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent or participate in activities directed or sponsored by the district.

Suspensions may be appealed *per JGD-AR.* ~~to the Board through Policy KL—Public Complaints.~~

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050](#)

[OAR 581-021-0055](#)

[OAR 581-021-0060](#)

[OAR 581-021-0065](#)

[OAR 581-021-0071](#)

[OAR 581-021-0075](#)

Cross Reference(s):

JFC - Student Conduct

JG - Student Discipline



**RATIFICATION OF COLLECTIVE BARGAINING AGREEMENT WITH THE
OREGON SCHOOL EMPLOYEES ASSOCIATION**

POLICY ISSUE/SITUATION:

The Beaverton School District and the Oregon School Employees Association (OSEA) have completed negotiations and reached tentative agreement on a two-year contract, effective July 1, 2020-June 30, 2022.

BACKGROUND INFORMATION:

The District and OSEA entered into contract negotiations February 2020 through May 2020. The following significant language adjustments were agreed to by the parties.

1. To conform with HR practice and recent legislation, language indicating employees can request removal of documents from their personnel file after two years was removed from the contract.
2. Employees may take their two PTO days in smaller than half-day increments with supervisor approval.
3. Earned and unused vacation will be removed June 30 instead of January 1.
4. Employees on calendars on 212 days or fewer will receive two additional paid holidays.
5. Employees scheduled to work the week of the Fourth of July will receive holiday pay.
6. Confirms it is the employee's responsibility to notify OSEA when filing a grievance.

COMPENSATION:

<u>Year 1</u>	<u>Year 2</u>
\$1726 insurance cap or licensed cap, whichever is greater	\$1726 insurance cap or licensed cap, whichever is greater
Contingent on licensed COLA	Contingent on licensed COLA
Step, if qualified	Step, if qualified

RECOMMENDATION:

It is recommended that the School Board approve the following resolution:

BE IT RESOLVED that the terms of the Collective Bargaining Agreement between the School Board and the Oregon School Employees Association, for the period of July 1, 2020 through June 30, 2022, be ratified by the School Board of the Beaverton School District.

District Goal: WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.



APPOINTMENT OF BUDGET OFFICER

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall designate a person to serve as the Budget Officer.

BACKGROUND INFORMATION:

ORS 294.331 requires the School Board to designate a person to serve as the Budget Officer. The Budget Officer shall prepare or supervise the preparation of the budget document. The Budget Officer acts under the direction of the Superintendent of the School District.

RECOMMENDATION:

It is recommended that the School Board approve the following resolution.

BE IT RESOLVED that Michael Schofield, Associate Superintendent for Business Services, is hereby designated the Budget Officer for Beaverton School District for the fiscal year 2020-21.

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



APPOINTMENT OF CLERK AND DEPUTY CLERKS

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall appoint a School District Clerk and Deputy Clerks for the 2020-21 fiscal year.

BACKGROUND INFORMATION:

ORS 332.515 requires the appointment of the Chief Administrative Officer as the School District Clerk. Deputy Clerks may also be appointed within this statute.

RECOMMENDATION:

It is recommended that the School Board approve the following resolution.

Donald Grotting as Superintendent is hereby appointed to serve as Clerk of Beaverton School District for the fiscal year 2020-21.

Carl Mead and Ginny Hansmann are hereby appointed to serve as Deputy Clerks of Beaverton School District for the fiscal year 2020-21.

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



APPOINTMENT OF CUSTODIANS OF SCHOOL FUNDS

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall designate custodians of school funds.

BACKGROUND INFORMATION:

ORS 328.441(1) governs the appointment of custodians of school funds for Oregon school districts. A custodian of school funds receives, invests, and disburses school funds.

RECOMMENDATION:

It is recommended that the School Board approve the following resolution.

BE IT RESOLVED that, in accordance with the provisions of ORS 328.441, the School Board of Beaverton School District designates Superintendent Donald Grotting, Associate Superintendent for Business Services Michael Schofield, Finance Manager Jason Guchereau, and Treasury Specialist Tracy Westerfield as Custodians of School Funds for the 2020-21 fiscal year.

BE IT FURTHER RESOLVED that, in accordance with the provisions of ORS 328.445, School District obligations may be paid by check bearing the original signature of any Custodian of School Funds or the Custodian's facsimile signature. Alternatively, School District obligations may be paid by bank wire transfer.

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



APPOINTMENT OF FINANCIAL AUDITOR

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall appoint a financial auditor for the 2020-21 fiscal year.

BACKGROUND INFORMATION:

ORS 328.465, 327.137, 297.405 require the appointment of a financial auditor for the School District.

RECOMMENDATION:

It is recommended that the School Board approve the following resolution.

BE IT RESOLVED that Grove, Mueller & Swank, P.C., is hereby appointed to serve as financial auditor of Beaverton School District for the fiscal year 2020-21.

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



APPOINTMENT OF LEGAL COUNSEL**POLICY ISSUE / SITUATION:**

Board Policy BCG (District's Attorney) states the School Board of Beaverton School District shall appoint legal counsel to represent the District.

BACKGROUND INFORMATION:

It is recommended that the School Board review legal counsel services annually.

RECOMMENDATION:

It is recommended that the School Board approve the following resolution.

BE IT RESOLVED the following attorneys are hereby designated as legal counsel for Beaverton School District for the 2020-21 fiscal year:

<u>Firm</u>	<u>Attorney</u>	<u>Services</u>
Miller Nash LLP	Michael Porter Naomi Levelle-Haslitt Taylor Richman Erin Burris	Charter Schools, Education, Employment & Tort Liability
Ball Janik LLP	Jack Orchard Bruce Cahn Christopher Walters Adele Ridenour	Real Estate & Contracts
Dunn Carney LLP	Anne Foster	Tort Liability Labor & Employment
Graham Hicks P.C.	Graham Hicks	Special Education
Reinisch Mackenzie	Matthew Fisher	Workers' Compensation
Hawkins Delafield & Wood LLP	Ann Sherman	Bond Counsel

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



APPROVAL OF BUDGET MEETING MINUTES

POLICY ISSUE / SITUATION

Enclosed are the minutes for:

- May 18, 2020 Budget Meeting

RECOMMENDATION:

BE IT RESOLVED that the minutes of the May 18, 2020 Budget Meeting are hereby approved.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



MEETING MINUTES

School Board Members Present:

Susan Greenberg
Anne Bryan
Vice Chair Eric Simpson
Donna Tyner
LeeAnn Larsen
Chair Becky Tymchuk
Tom Colett

Budget Committee Members Present:

Ryan Sweet
Sarah Beachy
Bettina Jeszenszky
Miles Glowacki
Chair Denise Petterborg
Vice Chair Heidi Edwards
Kristan Lee

District Administration Members Present:

Camelia Osterink, District Legal Counsel
Carl Mead, Deputy Superintendent for Operations & Support
Danielle Hudson, Executive Administrator for Student Services
David Williams, Executive Administrator for Strategic Initiatives
Don Grotting, Superintendent
Ginny Hansmann, Deputy Superintendent for Teaching & Learning
Jessica Jones, Budget Manager

Joshua Gamez, Chief Facilities Officer
Maureen Wheeler, Public Communications Officer
Michael Schofield, Associate Superintendent for Business Services
Patrick McCreery, Administrator for Equity & Inclusion
Steve Langford, Chief Information Officer
Sue Robertson, Chief Human Resource Officer
Toshiko Maurizio, Administrator for Multilingual Programs

I. Welcome and Opening Remarks

Denise Petterborg
Don Grotting

Budget Committee Chair Denise Petterborg (“Chair Petterborg”) called the meeting to order at 6:30 PM.

II. Approval of Minutes from the May 4, 2020 Meeting

Denise Petterborg

Chair Petterborg asked for changes on the May 4, 2020 Budget Committee Meeting minutes. School Board Member LeeAnn Larsen (Larsen) moved to approve the minutes as presented, School Board Member Donna Tyner (Tyner) seconded. The motion was approved unanimously.

III. COVID-19 Update

Don Grotting
Michael Schofield

Superintendent Don Grotting (“Supt. Grotting”) thanked the Budget Committee (the Committee), Michael Schofield and Business Office team. The District is still awaiting the May 20th economic forecast, however, \$1-3 billion state budget shortfall that was initially forecasted is most likely to be closer \$2-3 billion. The 2020-21 budget presented to the Budget Committee will not be the final spending budget and will have several adjustments. Beaverton School District (BSD or the District) staff members have been working on different

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes. The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired, or for other accommodations for persons with disabilities, should be made at least 48 hours in advance of the meeting. Please contact Community Involvement Office at 503-356-4360.

scenarios for returning to school and planning for possible budget reductions. Associate Superintendent of Business Services, Michael Schofield (“Schofield”) presented the most recent budget information.

What we Know

- State revenue down by over \$650 million, a \$41 million reduction for BSD
- Federal CARES Act \$4.3 million for BSD
- Projected ending fund balance is rising due to savings from school closures and other cost-saving measures
- Governor shared potential of \$3 billion reduction in State revenue

What we are doing

- Some emergency spending relating to distance learning is taking place
- Furloughed all eligible staff one day a week beginning May 15th. BEA voted on implementing this as a WorkShare program.
- Spending and hiring restrictions are still in place
- Increasing reserves to preserve staff for fall 2020
- Cabinet is reviewing a prioritized list of reductions at 5%, 10% and 15%

What we need to know

- May 20th will give initial impact on State revenue - \$1 billion = \$25 million to BSD
- Will there be a response from the legislature on the upcoming forecast?
- New round of Federal spending?
- Will schools open in the Fall? What adjustments will be made?

IV. Public Comment

Denise Petterborg

1. **Question:** I had understood that the weighted staff allocation to increase staffing at schools with high populations receiving free/reduced lunch was a new staffing model for BSD and would be used in 2020-21 to distribute staff across the district to try to make things more equitable in our lower income schools. I was recently told that the weighted staff allocation plan is part of SIA funding and so is not anticipated to happen for 2020-21 due to low CAT revenues. Can you clarify which is correct, and if it is the latter, explain why weighted staff allocation would be dependent on SIA funding? Thank you! **Answer:** *While the addition of SIA funds was the catalyst to redesign SAM and use a weighted student enrollment for staffing allocations, the District is committed to using this model regardless of SIA funding.*
2. **Question:** Many CEOs, university presidents, coaches, and other highly paid professionals are taking pay cuts during this time to save the jobs of those below them. Has district officer personal discussed this? Has Superintendent Grotting thought of taking a pay cut, especially in light of his retirement earlier this year, as he is now collecting two paychecks a month? This could free up a large portion of budget space and save teacher for next year when we need smaller classes more than ever (since students will go at the minimum 6 months without stepping foot inside a classroom). **Answer:** *When Mr. Grotting’s contract was renewed, he elected to take no cost of living increase for the remainder of his current contract which goes*

through June of 2022. In addition, all administrators in Beaverton, including Mr. Grotting, are subject to a 20% reduction in their weekly compensation from the implementation of furloughs through July 24; those who are also retired from PERS and working back with the district are unlikely to be eligible for the unemployment insurance benefits through the Work Share program. All employees retired from PERS and working back with the district in other classifications will be afforded the opportunity to work back on their furlough day to maintain compensation.

3. **Question:** How much has the district saved in the 2019-2020 school year by eliminating the short Wednesdays? Especially Sept-March compared to Sept-March of last year. **Answer:** *The savings were from the elimination of 9 student instructional days. This equated to approximately \$7.8M.*
4. **Question:** How much has the district saved in operational costs (transportation, utilities, substitutes) through remote learning? **Answer:** *For transportation and utilities, please see question 7 below.*
5. **Comment:** Thank you so much for your hard work and service to your community.
6. **Question:** I just read the superintendent's budget update, which included noting that we would be informed of changes to distance learning. Will instruction be decreased? My students (grades 3 & 6) already appear to be receiving the bare minimum required by the state. **Answer:** *Teachers and services providers will continue to use a mix of synchronous and asynchronous interaction during the final month of Remote Learning. With one less day to connect with students each week, teachers will make adjustments to their Monday through Thursday weekly schedules. This may include adjusting their office hours and/or student contact time. Teachers and service providers will not be available virtually, by phone or via email on Fridays for student or parent consultation, to deliver instruction or to provide feedback on student work.*
7. **Question:** How much money has been saved by not running buses/heating buildings/etc. during the shut-down? **Answer:** *Approximately \$1.3M will go back to the General Fund from Transportation for the 2019-20 school year. We estimate a savings for each of the following from March 16-June 30: Electricity - \$330K, Natural Gas & Water - \$135K and Garbage - \$185K*
8. **Question:** I support revenue increase to keep teacher, support staff and other positions in the district. How can we identify what the ideal revenue figure is and call it out? **Answer:** *Getting back to our original allocations of \$9.0 billion for the State School Fund and \$32.7 million for the Student Investment Account would be a great start! Even at that level we know our students will have important needs addressed in the fall.*

9. **Question:** Will childcare for essential workers be extended as businesses are reopened? **Answer:** *The district will continue to monitor needs of the community and is prepared to expand when needed.*
10. **Question:** Due to the budget crisis we are currently in, will the two Pre-K classes that are scheduled to open this fall at McKinley and Fir Grove still be moving forward? **Answer:** *These Early Learning program expansion would be under consideration for reduction like many other areas.*
11. **Question:** Is the district looking at reducing PE/Music at the elementary level? How does the district plan on meeting the 150 minutes per week required by the state if staff is reduced in this area? **Answer:** *We are not looking at reducing PE/Music at the elementary level.*
12. **Question:** Does the budget contain funds to help students and teachers safely return to school next year? The school district will need to purchase personal protective equipment to protect students and staff. Staff may need extra sick days - nobody with any illness should come to work. HVAC systems may need to run continuously requiring additional maintenance. Additional cleaning staff may be needed. Additional nursing staff may be needed. We need to start understanding those costs (and others I have not thought of) now. **Answer:** *School and district funds will need to be reviewed to meet the outcomes of a safe return to school. At the present time there are no specific funds set aside for PPE. HVAC systems are being maintained and filters changed during the closure. With the reduction of expected funding for 2020-21, licensed and support staff may be reduced as a result of a lack of financial resources. Overall staff responsibilities and expectations may need to be reviewed to fully meet a safe return to school.*
13. **Question:** Are we planning now for a reduced calendar next year? I know we don't know funding levels yet, but if begin to plan now we can react faster when we have it. We should focus on a shorter calendar that maintains staffing levels as much as possible: quality over quantity. **Answer:** *In anticipation of reduced funding next year, the District has implemented Friday staff furlough days from May 15 through July 24. Savings are anticipated to be \$1 million to \$1.3 million per day for the first five weeks of reduction and less thereafter. These savings will reduce potential layoffs and help to protect class size. Depending on the May revenue forecast and legislative decisions, we may need to negotiate a shorter calendar. We need to determine what are the up and down risks in the forecast. State government will make adjustments based on forecast. If the economics worsen, we will look at additional furlough days. It is very difficult to make any changes to the calendar after school has started.*

V. Adjustments to Proposed Budget

Budget Manager Jessica Jones explained there was an appropriation transfer in the Capital Projects Fund. No other changes were made to the proposed budget.

Jessica Jones

VI. Budget Committee Final Comments

Budget Committee Member Sarah Beachy (“Beachy”): Please explain how the SAM allocation will be implemented if SIA funds are not received.

Schofield: SAM provides additional weight to all students in poverty. Allocated through a weighting throughout the District.

Beachy: If there is only enough for one position, how will it be prioritized?

Schofield: Larger commitment to those schools that have higher poverty.

Larsen: Acknowledged the hard work of Schofield and team.

School Board Member Anne Bryan: Eagerly awaiting the economic forecast on May 20th. Concerned the allocations will not provide enough resources to students next year. Changes in the last two months have been very sobering but appreciate all the work from staff. Appreciate the principles that this budget is built from. Thank you to the Committee for your commitment to students.

School Board Chair Becky Tymchuk (Board Chair Tymchuk): Thank you to all staff, Budget Committee, and community members. Last weekend there was an Oregon School Board Association conference call. It became evident that not all school board members have the close relationship with school staff as BSD. We need to do better by our students, so they have adequate funding. Need to represent taxation in order to have the proper funds to allocate to students that need public education. Students and staff deserve better. Grateful to the voters in Beaverton for the levy.

School Board Member Tom Colett: Echo Board Chair Tymchuk’s comments. This is extremely disappointing and possibly the most difficult budget BSD has ever faced. Appreciate all the challenging work that went into producing the budget and planning for SIA. Looking forward to the day we can provide the needed support and programming for students as well as reduce class sizes. Changes coming in June and July will determine the type of student education for decades to come. This has been an enormous task for the Business staff. Appreciate the thoughtful approach to budgeting that does not rush to decision making and proper planning. Thank you to the staff that prepared this budget and to the community that provided the input to help shape the decision making. Will be voting yes with the hopes that we will be able to implement a budget similar to this proposed budget.

School Board Member Susan Greenberg: Last year we were looking forward to the SSA passing, followed by the community planning for the SIA. We were hoping to support mental health for students and reducing class sizes for at-risk students in poverty. Will vote for this budget but so much is out of our control. Concerned for the possible reductions that students will face next year.

VII. Approval of Budget and Tax Levies

Denise Petterborg

Vice Chair Edwards moved to approve the 2020-21 Budget and it was seconded by Tyner:

I move that the Beaverton School District budget in the amount of \$936,496,819 for all funds for 2020-21 be approved, the permanent tax rate of \$4.6930 per \$1,000 of assessed value be assessed in support of the General Fund, a local option tax rate of \$1.25 per \$1,000 of assessed value be assessed in support of the General Fund, and a tax of \$69,421,375 be approved for the service of bonded debt obligations of the School District.

No further discussion on the motion. Motion was voted on and passed unanimously.

VIII. Closing Remarks

**Denise Petterborg
Don Grotting**

Supt. Grotting expressed appreciation to teachers, support staff and administrators for putting themselves at risk in order to put the students first. Amazing efforts have taken place within the District. Thank you to Business Office, Communications Department and each School Board member and Budget Committee member. It’s very difficult to pass this budget but we will be working with the School Board and teams to do everything possible to ensure every dollar being spent will be spent with an equity lens.

Budget meeting adjourned at 7:11 pm.

Denise Petterborg
Budget Committee Chair

Submitted by:
Marcie Davis



DESIGNATION OF DEPOSITORIES

POLICY ISSUE / SITUATION:

To comply with the requirements of Oregon Revised Statutes (ORS), the School Board of Beaverton School District shall designate the banks, which will serve as depositories for School District funds.

BACKGROUND INFORMATION:

ORS 328.441(2) requires that the School Board “shall designate such bank or banks within the county or counties in which the district is located, as the board deems safe and proper depositories for school district funds.”

RECOMMENDATION:

It is recommended that the School Board approve the following resolution.

BE IT RESOLVED that Piper Sandler; CastleOak Securities; DA Davidson; US Bank, Wells Fargo Bank, Key Bank, and State of Oregon Local Government Investment Pool, be and hereby are designated as depositories for Beaverton School District for the fiscal year 2020-21.

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



**APPROVAL OF ALTERNATE CONSTRUCTION CONTRACTING PROCEDURE,
DESIGN-BUILD CONTRACTOR, FOR BETHANY HVAC/ROOF**

POLICY ISSUE/SITUATION:

OAR 137-49-0620 and ORS 279C.335 permits the Beaverton School District Board of Directors to exempt specific projects from the competitive bidding requirements for Public Improvement contracts. Facilities Development has found Design-Build to be the most efficient and effective contracting method for the Bethany Elementary School Re-roof project. Rather than awarding a design contract via RFP and a construction contract via a separate Invitation to Bid, this solicitation would involve a single Request for Proposals (RFP) to select the Design-Build firm that best meets the District's needs with respect to this project. The RFP selection criteria will include Proposers' experience, capabilities, safety record, price, and other pertinent factors as determined during the RFP development process. This process will allow the District to receive competitive pricing while ensuring that we are contracting with capable contractors.

BACKGROUND INFORMATION:

The Bethany HVAC/Roof projects were included in the 2014 Bond to improve the outdated HVAC. It also provides a new roof for Bethany because the current roof is leaking and is out of warranty. The majority of the construction is scheduled to occur in the summer of 2021. The use of Design-Build with regard to planning, phased construction, staging, and general site coordination will aid in the success of this project. The time and coordination to complete this project will require a negotiated contracting process, using the design-build contracting method. The School District will request proposals from the design-build contractor and enter into a negotiated contract with the selected contractor. This contractor will then guarantee a maximum price for the construction rather than the District conducting a traditional bidding procedure. The advantage of this process is that it allows simultaneous design and construction. This will allow the District to procure long lead items much earlier, which will help assure that the project will be completed as required.

The School Board, acting as the Local Contract Review Board, must approve particular findings supporting the use of this construction contracting procedure, pursuant to ORS 279C.335.

RECOMMENDATION:

It is recommended that the School Board adopt the findings of fact (Attachment A), exempt the Bethany Elementary School Re-roof project from the competitive bidding requirement of 279C.335(1), and approves use of the proposed Design-Build contracting method. Board approval to award the contract will be requested after the RFP process is completed and a vendor has been selected.

BE IT RESOLVED that the Beaverton School Board of Directors (i) adopts and approves the findings of Attachment A, (ii) grants a specific exemption from competitive bidding requirements of ORS 279C.335(1), and approves and directs the use of the Design-Build contracting method, for the Bethany Elementary School Re-Roof project, and (iii) requires that the procurement be in accordance with the Attorney General Model Rules applicable to Design-Build.

ATTACHMENT A

DRAFT FINDINGS OF FACT
DESIGN-BUILD ALTERNATE
CONTRACTING PROCEDURE

- (a) BSD Staff finds that this exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts.
- (b) BSD Staff finds that this exemption is likely to result in substantial benefit to the District.
 - A. Findings related to how many persons are available to bid:** Staff finds that granting this exemption will not substantially limit the number of firms available to bid, since procurement will be through a publicly-advertised process. Response/interest levels for recent roofing and roofing-related solicitations indicate a highly competitive environment for the types of design and construction services encompassed in this project. This interest has included general contractor Design Build firms that have not shown interest in past roofing projects, suggesting that current market conditions provide an opportunity for the district to competitively procure the necessary services under the Design-Build model for this project.
 - B. Findings related to the construction budget and the projected operating costs for the completed public improvement:** Staff finds that granting this exemption is likely to result in reduced construction and design costs. Because the preferred design and specific requirements for the re-roof and HVAC work at Bethany Elementary School is unknown at this time, using a Design-Build delivery method will enable the District to quickly and efficiently generate and analyze several iterations to best meet permit requirements and available funds. Staff's initial assessment is such that this project will not require extensive or highly complicated design work. Under the Design-build model, the District and Contractor are well positioned to limit the design work/costs to only those necessary for the project. After the design is completed, the Design-Build contract allows the District to initiate construction without a lapse in Project timelines. It also integrates the design firm with the contractor to consider alternative means and methods of construction and optimize cost savings.
 - C. Findings related to public benefits that may result from granting the exemption:** Staff finds that the public is likely to benefit from the granting of this exemption. Because of the age and condition of the roof and HVAC at Bethany Elementary School, it is critical that the project be completed within the relatively narrow work window for School District projects. Granting of this exemption will assist the District in attracting a capable, qualified contractor. Additionally, Staff finds that because of the continuity of team members throughout the process and the improved timeline, there will be a public benefit by receiving potentially reduced construction costs.
 - D. Findings related to whether value engineering techniques may decrease the cost of the public improvement:** Staff finds that granting this exemption has the potential to increase value engineering opportunities. In contrast to the Design-Bid-Build (low bid) process, contractors will include a scope narrative in their proposals, which typically include alternative process strategies or cost savings opportunities. These alternative process improvement and cost saving strategies will be included in the contract award decision.
 - E. Findings related to the cost and availability of specialized expertise that is necessary for the public improvement:** Not applicable. Staff finds that specialized expertise will not be required to coordinate, procure, and install various products, services, and supplies needed for replacement of the re-roof and HVAC equipment.
 - F. Findings related to any likely increases in public safety:** Not applicable. Staff finds that granting this exemption will have no effect on public safety.
 - G. Findings related to whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement:** Staff finds that granting this exemption will reduce risk to the School District by allowing proposals only from contractors who have

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

demonstrated they are qualified to complete the work successfully. Also, by integrating the design firm with the contractor the District is able to consider alternative means and methods earlier in the process.

- H. **Findings related to whether granting the exemption will affect the sources of funding for the public improvement:** Not applicable. Staff finds that granting this exemption will have no effect on funding sources for the project.
- I. **Findings related to whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement:** With the multitude of construction market factors that exist today in Oregon (e.g. COVID-19, completion of other projects, environmental issues that limit construction materials, shortage of qualified craftsman, inflation, etc.), Staff finds that granting this exemption allows the School District to be more responsive to market conditions by structuring the project delivery method that typically offers the project owner the most opportunity to provide input and consultation prior to the project starting.
- J. **Findings related to whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement:** Staff finds that granting this exemption will allow the School District to accept bids only from contractors who have demonstrated considerable experience in delivering similar projects successfully.
- K. **Findings related to whether the public improvement involves new construction or renovates or remodels and existing structure:** This project will involve the remodel of an existing structure that fits the Design-Build project delivery method well.
- L. **Findings related to whether the public improvement will be occupied or unoccupied during construction:** This project will be unoccupied during construction.
- M. **Findings related to whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions:** This project will have a single phase and will not be affected by the granting of this exemption.
- N. **Findings related to whether the contracting agency has, or has retained under contract, and will use contracting agency personnel, consultants, and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency will use to award the public improvement contract:** Staff will rely mostly on their experience, having successfully used the Design Build method on many other projects in the current bond program. The District also relies upon outside legal counsel, appointed by the School Board to provide construction contracting legal advice. Using their combined expertise and experience, staff and counsel will oversee developing the alternative contracting method and its implementation, including negotiating, administering, and enforcing the terms of the Design Build contract.

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.



Healthy and Safe Schools

POLICY ISSUE/SITUATION:

Oregon Administrative Rule (OAR) 581-022-2223 requires school districts in Oregon to develop a Healthy and Safe Schools (HASS) Plan and prepare annual statements. The plan includes information on how the District manages lead in drinking water, lead-based paint, asbestos, radon, integrated pest management, and carbon monoxide.

BACKGROUND INFORMATION:

The Beaverton School District HASS Plan for the 2019-2020 school year was approved by the School Board in a business meeting on June 24, 2019. The Oregon Department of Education formally approved the final document on May 28, 2020.

The approved HASS Plan provides a six-year testing cycle of required fixtures for lead in water directed by OAR 333-061-0400 and scheduled to start in July 2020. ODE will administer a program to reimburse schools for testing (not repair cost), which will operate in a manner like the reimbursement program for previous voluntary testing in 2016.

The included Annual Statement certifies compliance with the HASS and was submitted to ODE June 8, 2020.

RECOMMENDATION:

Beaverton School District staff presents the ODE approved HASS Plan and the Healthy and Safe Schools Plan Annual Update for 2020.

District Goal: WE Empower all students to achieve post-high school success.

"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes."

Healthy and Safe Schools Plan

1. Responsible Person

The person responsible for administering and implementing the Healthy and Safe Schools Plan:

Name: Karl Granlund

Position Title: Administrator for Risk Management

Phone Number: 503-356-4560

Mailing Address: 16550 SW Merlo Road, Beaverton OR 97003

The person who is the designated IPM Coordinator:

Name: Zachary Berger and Richard Clark

Position Title: Integrated Pest Management Coordinators

Phone Number: 503-356-4450

Mailing Address: 2180 SW 170th Ave., Beaverton OR 97003

The person responsible for AHERA information:

Name: Andrea Radona

Position Title: Project Coordinator/Local Education Agencies (LEA) Designated Person

Phone Number: 503-356-4435

Mailing Address: 2180 SW 170th Ave., Beaverton OR 97003

Additionally, the Beaverton School District has an Environmental Health Specialist:

Name: Kathryn Ewing

Position Title: Environmental Health Specialist

Phone Number: 503-356-4342

Mailing Address: 16550 SW Merlo Road, Beaverton OR 97003

2. List Facilities

All facilities owned and leased by Beaverton School District where students or staff are present on a regular basis are covered by this HASS Plan. The list of those buildings and facilities is provided in Appendix A.

3. Elevated Levels of Lead in Water Used for Drinking or Food Preparation

All school districts, education service districts, and public charter schools are required to test for and eliminate exposure to elevated levels of lead in water used for Drinking and Food Preparation through either remediation or eliminating access, according to OAR 333-061-0400 and OAR 581-022-2223. In conformance with those administrative rules, Beaverton School District certifies the following:

1. Testing will be done according to the testing requirements in OAR 333-061-0400;
2. Samples will be analyzed by a lab accredited by Oregon Health Authority to test for those materials;
3. Water fixtures required to be tested under OAR 333-061-0400 will be tested for elevated levels of lead in accordance with the testing schedule developed by the Oregon Health Authority; and
4. The testing schedule for each building covered by this plan is provided in Appendix B.

4. Lead Paint

In order to comply with the United States Environmental Protection Agency's Renovation, Repair and Painting Program Rule, District staff are certified by the Oregon Health Authority to perform the work and the District will contract with certified lead-based paint renovation contractors licensed by the Oregon Construction Contractors Board as needed.

5. Asbestos

Beaverton School District complies with the federal Asbestos Hazard Emergency Response Act (AHERA). All required asbestos management plans are available for viewing by submitting a request to the LEA Designated Person (as noted on page 1 of this plan).

6. Radon

Beaverton School District has developed a radon plan as required by ORS 332.167. Community members can access a copy of the radon plan here:

[Beaverton School District's comprehensive Radon Program](#)

Test results will be made public and are available here:

[Radon Testing and Results Data](#)

7. Integrated Pest Management

Beaverton School District has adopted an Integrated Pest Management (IPM) plan as required by ORS 634.700 through 634.750. Community members can access a copy of the IPM plan here: [Integrated Pest Management](#)

8. Carbon Monoxide Detectors

Beaverton School District certifies that all buildings subject to the Healthy and Safe Schools Plan comply with the carbon monoxide detection standards in the state building code that was in effect when the building was originally constructed or as required by building code due to addition, upgrade, or remodel.

9. Test Results Publication

Beaverton School District is complying with the requirement to provide access to test results, as defined by OAR 581-022-2223 within 10 business days as defined by ORS 332.334. Test results can be found on Beaverton School District's website at <https://www.beaverton.k12.or.us/>. Click on Departments > Risk Management > Healthy and Safe Schools Plan.

Specific test results can be found as follows:

- [Water Quality Testing Results Summary](#)
Detailed test results are available upon request by emailing risk@beaverton.k12.or.us
- [Radon Testing and Results Data](#)

Additionally, copies of all test results are available at Beaverton School District's administration office. Beaverton School District will also use current email lists or communications programs to provide final test results to staff, students, parents of minor students, and other members of the community. This includes providing actual final test results or providing direct access to final test results through links in the communications. Please contact community_involvement@beaverton.k12.or.us to be added to current district email lists and programs.

I certify that the above information is true and accurate to the best of my knowledge.

Karl Granlund	Administrator for Risk Management	5/10/2019
Electronic signature of authorized representative	Title	Date

Appendix A

ELEMENTARY SCHOOLS	ADDRESS
ALOHA-HUBER PK K-8	5000 SW 173rd Av Beaverton 97078
BARNES	13730 SW Walker Rd Beaverton 97005
BEAVER ACRES	2125 SW 170th Av Beaverton 97003
BETHANY	3305 NW 174th Av Beaverton 97006
BONNY SLOPE	11775 NW McDaniel Rd Portland 97229
CEDAR MILL	10265 NW Cornell Rd Portland 97229
CHEHALEM	15555 SW Davis Rd Beaverton 97007
COOPER MT.	7670 SW 170th Av Beaverton 97007
ELMONICA	16950 SW Lisa St Beaverton 97006
ERROL HASSELL	18100 SW Bany Rd Beaverton 97007
FINDLEY	4155 NW Saltzman Rd Portland 97229
FIR GROVE	6300 SW Wilson Av Beaverton 97008
GREENWAY	9150 SW Downing Dr Beaverton 97008
HAZELDALE	20080 SW Farmington Rd Beaverton 97007
HITEON	13800 SW Brockman Rd Beaverton 97008
JACOB WISMER	5477 NW Skycrest Pkwy Portland 97229
KINNAMAN	4205 SW 193rd Av Beaverton 97078
McKAY	7485 SW Scholls Ferry Rd Beaverton 97008
McKINLEY	1500 NW 185th Av Beaverton 97006
MONTCLAIR	7250 SW Vermont St Portland 97223
NANCY RYLES	10250 SW Cormorant Dr Beaverton 97007
OAK HILLS	2625 NW 153rd Av Beaverton 97006
RALEIGH HILLS K-8	5225 SW Scholls Ferry Rd Portland 97225
RALEIGH PARK	3670 SW 78TH Av Portland 97225
RIDGEWOOD	10100 SW Inglewood St Portland 97225
ROCK CREEK	4125 NW 185TH Av Portland 97229
SATO	7775 NW Kaiser Rd Portland 97229
SCHOLLS HEIGHTS	16400 SW Loon Dr Beaverton 97007
SEXTON MTN	15645 SW Sexton Mtn Dr Beaverton 97007
SPRINGVILLE K-8	6655 NW Joss Av Portland 97229
TERRA LINDA	1998 NW 143RD Av Portland 97229
VOSE	11350 SW Deny Rd. Beaverton 97008
WEST T.V.	8800 SW Leahy Rd Portland 97225
WM. WALKER	11940 SW Lynnfield Ln Portland 97225

MIDDLE SCHOOLS	ADDRESS
CEDAR PARK	11100 SW Park Way Portland 97225
CONESTOGA	12250 SW Conestoga Dr Beaverton 97008
FIVE OAKS	1600 NW 173rd Av Beaverton 97006
HIGHLAND PARK	7000 SW Wilson Av Beaverton 97008
MEADOW PARK	14100 SW Downing St Beaverton 97006
MOUNTAIN VIEW	17500 SW Farmington Rd Beaverton 97007
STOLLER	14141 NW Laidlaw Rd Portland 97229
TIMBERLAND	650 NW 118th Ave Portland 97229
WHITFORD	7935 SW Scholls Ferry Rd Beaverton 97008

HIGH SCHOOLS	ADDRESS
ALOHA HIGH	18550 SW Kinnaman Rd Beaverton 97078
BEAVERTON HIGH	13000 SW 2nd St Beaverton 97005
MOUNTAINSIDE	12500 SW 175th Ave Beaverton 97007
SOUTHRIDGE HIGH	9625 SW 125th Av Beaverton 97008
SUNSET HIGH	13840 NW Cornell Rd Portland 97229
WESTVIEW HIGH	4200 NW 185th Av Portland 97229

OPTION SCHOOLS	ADDRESS
A.C.M.A.	11375 SW Center St Beaverton 97005
HEALTH & SCIENCE / SST / BRIDGES	18640 NW Walker Rd Beaverton 97006
INT. SCH. OF BEAVERTON	17770 SW Blanton St. Beaverton 97078
MERLO CAMPUS COMM. SCHOOL	1841 SW Merlo Dr Beaverton 97003
TERRA NOVA	10351 NW Thompson Rd. Portland 97229

OTHER FACILITIES	ADDRESS
ADMIN. CENTER	16550 SW Merlo Rd Beaverton 97003
MAINT/CUSTODIAL	2180 SW 170th Av Beaverton 97003
CAPITAL CENTER - MULTILINGUAL	18640 NW Walker Rd Entry B Beaverton 97006
CAPITAL CENTER - NS	18640 NW Walker Rd Entry D1 Beaverton 97006
CAPITAL CENTER - SPED (ACE/CTP)	18640 NW Walker Rd Entry D Beaverton 97006
SPECIAL ED - ALOHA OFFICE	17880 SW Blanton St Beaverton 97078
TRANSPORTATION SUPPORT CTR	1270 NW 167th Pl Beaverton 97006
TRANSPORTATION ALLEN CTR	10420 SW Allen Blvd Beaverton 97005
TRANSPORTATION 5 TH ST. SOUTH	10550 SW 5th St Beaverton 97008
TRANSPORTATION 5 TH ST. NORTH	10651 SW 5th St Beaverton 97005

LEASED PROPERTY	ADDRESS
HELP CENTER HOMELESS LIAISON	4925 SW Angle Av, Suite 100 Beaverton 97005

Appendix B

LEAD IN WATER SAMPLING SCHEDULE (Years Denote Fiscal Year)

2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ELMONICA ERROL HASSELL FINDLEY FIR GROVE GREENWAY COOPER MT. MERLO CAMPUS CEDAR PARK MS CONESTOGA MS ALOHA HIGH MAINT/CUSTODIAL	HITEON RALEIGH HILLS K-8 McKINLEY MONTCLAIR McKAY BARNES STOLLER MS BEAVERTON HIGH (MERLE DAVIES & VGHC) HELP CENTER (ANGEL DRIVE) (2019) TRANS- ALLEN CENTER	ROCK CREEK RALEIGH PARK KINNAMAN BETHANY (2018) VOSE (2018) TERRA LINDA BEAVER ACRES MOUNTAIN VIEW MS FIVE OAKS MS WESTVIEW HIGH TRANS - SUPPORT CENTER	OAK HILLS SCHOLLS HEIGHTS SEXTON MTN SPRINGVILLE K-8 CHEHALEM WHITFORD MS MEADOW PARK MS SUNSET HIGH TRANS 5TH ST. NORTH TRANS- 5TH ST. SOUTH	NANCY RYLES TIMBERLAND (2017) A.C.M.A. HEALTH & SCIENCE / SST CAPITAL CENTER ALOHA-HUBER PK K-8 HIGHLAND PARK MS (2017) SOUTHRIDGE HIGH ADMIN. CENTER/FACILITIES INT. SCH. OF BEAVERTON SPECIAL ED - ALOHA OFFICE	SATO (2018) WEST T.V. JACOB WISMER BONNY SLOPE CEDAR MILL WM WALKER HAZELDALE (2019) RIDGEWOOD TERRA NOVA MOUNTAINSIDE HIGH (2019)
11	10	11	10	11	10

Previous sampling generally occurred in 2016, or most recent date noted above.

Annual Statement

Beaverton School District certifies the following:

1. Responsible Persons

The person responsible for implementing and administering the Healthy and Safe Schools (HASS) Plan is:

Name: Karl Granlund
Position Title: Administrator for Risk Management
Phone Number: 503-356-4560
Mailing Address: 16550 SW Merlo Road, Beaverton OR 97003

The person who is the designated IPM Coordinator:

Name: Zachary Berger and Richard Clark
Position Title: Integrated Pest Management Coordinators
Phone Number: 503-356-4450
Mailing Address: 2180 SW 170th Ave., Beaverton OR 97003

The person responsible for AHERA information:

Name: Andrea Radona
Position Title: Project Coordinator/Local Education Agencies (LEA) Designated Person
Phone Number: 503-356-4435
Mailing Address: 2180 SW 170th Ave., Beaverton OR 97003

Additionally, the Beaverton School District has an Environmental Health Specialist:

Name: Kathryn Ewing
Position Title: Environmental Health Specialist
Phone Number: 503-356-4342
Mailing Address: 16550 SW Merlo Road, Beaverton OR 97003

2. Copies of the Healthy and Safe Schools Plan

Copies of the plan are available at each of the following locations:

- Beaverton School District Administration Office address located at 16550 SW Merlo Road, Beaverton OR 97003
- Beaverton School District's website at <https://www.beaverton.k12.or.us/>. Click on Departments > Risk Management > Healthy and Safe Schools Plan.

3. Testing Certification

Beaverton School District certifies that it is in compliance with all plan components, including any and all testing required by any part of the plan.

4. Testing Results

Beaverton School District is current with all required testing as of the date of this document. Test results can be found on the website at <https://www.beaverton.k12.or.us/>. Beaverton School District will also

use current district email lists or communications programs to provide final test results to staff, students, parents of minor students, and other members of their community. This includes providing actual final test results or providing direct access to final test results through links in the communications. Please contact community_involvement@beaverton.k12.or.us to be added to current district email lists and programs. Specific test results can be found as follows:

- [Water Quality Testing Results Summary](#)
Detailed test results are available upon request by emailing risk@beaverton.k12.or.us
- [Radon Testing and Results Data](#)

5. Website Link Maintenance


Beaverton School District certifies that all website links for plan information and test results are current and functional.

6. Major Exposure Reduction Activities

Beaverton School District has completed the following major activities, which resulted in reduced risk of exposure to hazardous materials:

Facility Name	Building Identification Number (BIN)	Activity resulting in reduced risk of exposure to hazardous materials	Type of hazard addressed	Date of activity	Estimated cost of remediation
Aloha High	22436000	Remove Asbestos	Asbestos	Dec 2019	\$3,100
Barnes	22430200	Remove Asbestos	Asbestos	Jul 2019	\$22,300
Beaver Acres	22430203	Remove Asbestos	Asbestos	Jul 2019	\$3,200
Beaverton High	22436200	Remove Asbestos	Asbestos	Jul 2019	\$14,000
Capital Center	22436700	Remove Asbestos	Asbestos	Jul 2019	\$6,500
Hiteon	22431200	Remove Asbestos	Asbestos	Mar 2020	\$3,000
McKay	22431600	Remove Asbestos	Asbestos	Dec 2019	\$1,600
Meadow Park	22434900	Remove Asbestos	Asbestos	Mar 2019	\$5,000
Montclair	22431800	Remove Asbestos	Asbestos	Aug 2019	\$6,700
Mountain View	22435000	Remove Asbestos	Asbestos	Dec 2019	\$4,300
Oak Hills	22432100	Remove Asbestos	Asbestos	Aug 2019	\$6,000
Sunset High	22436500	Remove Asbestos	Asbestos	Mar 2020	\$2,000
Whitford Middle	22435200	Remove Asbestos	Asbestos	Jul 2019	\$58,200
Aloha High	22436000	N/A	Lead in Paint	Dec 2019	\$55,000
William Walker	22433100	Replace Building	Asbestos	Jul 2019	\$395,000
William Walker	22433100	Replace Building	Lead in Water	Jul 2019	\$650,000

I certify that the above information is true and accurate to the best of my knowledge.

	Administrator for Risk Management	June 8, 2020
<i>Electronic signature of authorized representative</i>	Title	Date of Annual Certification

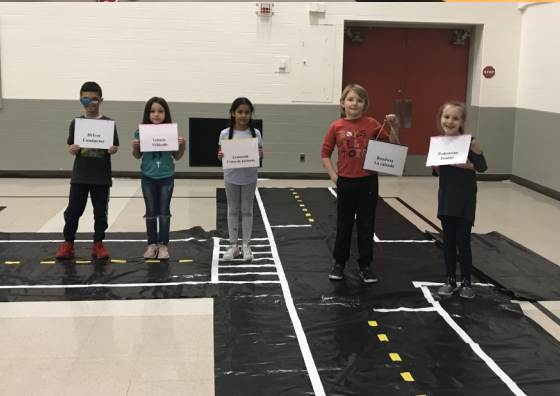
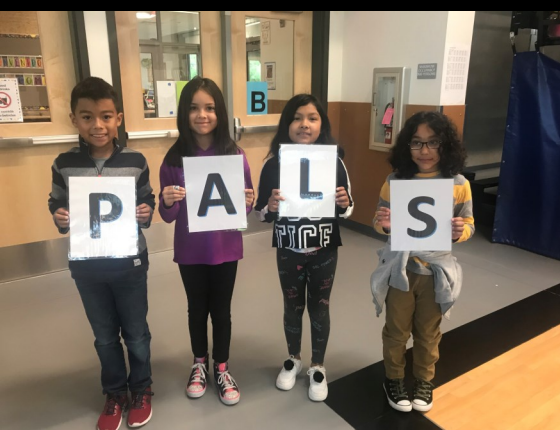


Beaverton School District

Safe Routes to School Program

2019-2020 Annual Report

The Beaverton School District (BSD) Safe Routes to School (SRTS) program is made possible with support from Metro, the Oregon Department of Transportation and the City of Beaverton. This three year, grant funded opportunity, allowed BSD to facilitate the creation of two district SRTS coordinator positions within the BSD Transportation Department in August of 2019. This school year saw an unprecedented challenge to our schools, district, community and planet when we experienced a pandemic that required the closure of all school buildings and a swift shift to remote learning and programing. This annual report reflects the accomplishments of BSD's SRTS program, our challenges and plans to promote healthy, safe and active transportation use to and from school and throughout the community.



Equitable Access to Pedestrian and Bicycle Safety

All students, regardless of their mode of travel to school, need to learn how to safely navigate and move about in their communities. Whether a student is walking to school, riding a bike to the park, or crossing the street to a friend's house, the student needs to learn skills to keep them safe. BSD took a huge step forward this year by ensuring that all K-5th grade students receive pedestrian and bicycle safety instruction. SRTS coordinators will rotate through all 34 elementary schools over the course of 3 years to teach one 45 min lesson to all K-5th grade students. This year we reached 2,724 overall students at the following schools: Barnes, Jacob Wismer, William Walker, Fir Grove and Errol Hassell. Five additional schools were scheduled for the spring of 2020, however, school closures canceled those lessons and we will be forming a plan to reschedule and find ways to continue to meet the growing need for pedestrian and bicycle safety instruction.

"I learned that when you cross the street, you have to look all ways, not just left and right." – Kindergarten student at Fir Grove Elementary

Walk, Bike, Bus... It's the Way to Go!!!

Walk + Roll Events

SRTS assisted schools with 129 Walk + Roll events at 34 schools with almost 15,000 trips recorded. Some schools participated in one event and others did monthly or even, twice weekly celebrations. SRTS offered their first virtual Walk + Roll events to meet the needs of students learning from home this spring. This opportunity allowed students at schools that typically don't host a Walk + Roll event to participate for the first time.

"My favorite part (of the May Walk + Roll Challenge) was biking and scootering because they were new and I could go fast!" – 3rd grade student at McKay

"My favorite part was that I got to spend time with my family when we were scooting." - 4th grade student at Findley

Walk + Roll Highlights

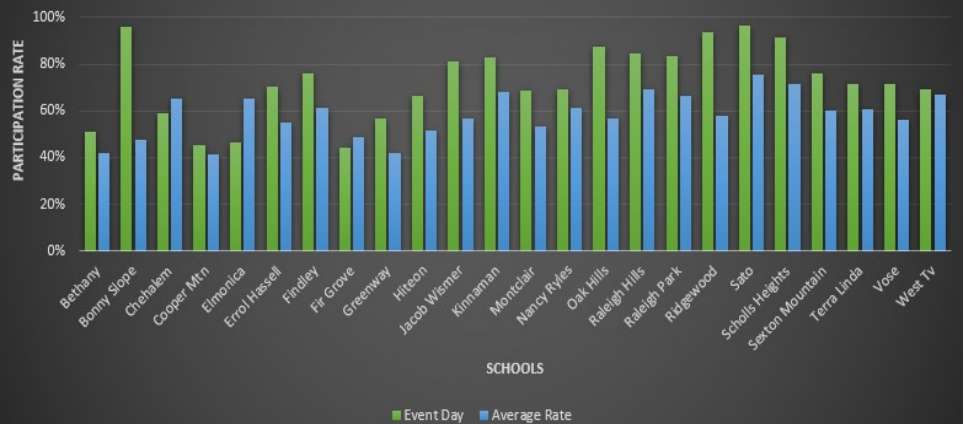
- Highland Park MS leadership students assisted their Title 1 feeder school, Fir Grove, with Walk + Roll to School day in the fall.
- Sato and Springville, with almost 100% of students provided with busing, participated in Fall Walk + Roll day for the first time, by encouraging students to ride the bus. One school bus takes about 36 cars off the road which decreases congestion and traffic around schools while increasing air quality with less car emissions. On event day these schools saw a 20% increase in bus ridership.
- Bonny Slope was awarded Fall Walk + Roll Champion with a 98% participation rate, and a whopping 49% increase in the amounts of students who typically walk/bike/bus.
- Jacob Wismer joined Scholls Heights and Sexton Mountain Elementary in offering students an opportunity to walk to school with friends and volunteers on a Walking School Bus this year.
- SRTS offered several virtual events this year when campuses were closed. The April WE Walk Challenge was followed by a virtual May Walk + Roll Challenge and our first ever summer Turf to Surf Challenge kicks off this month. Congratulations to Sexton Mountain Elementary for hosting a virtual Walk + Roll Wednesday each week during remote learning!

More kids should do a Walking School Bus because it's really healthy for you. It's basically like a walking play date. You're walking, but you're hanging out with your friends."

- 3rd grade student at Sexton Mountain Elementary

Event Days See Big Wins

Regular events like "Walk + Roll to School Days" and "May Challenge Month" generate enthusiasm for the program and allow parents to experience that when more people walk and roll to school, the routes are safer and easier to use for everyone. On average, schools saw a 20% increase in their Walk/Bike/Bus rate on event days.



School Action Plans In Action

A School Action Plan is a guiding document, uniquely designed for supporting safe, active transportation within that community. Action plans identify improvements and activities that could help increase the number of students who walk, bike and bus to and from school. This tool is a persuasive way to advocate for needed projects in and around school campus'. Both Barnes and Aloha-Huber went through the SRTS Action Planning process this year. Both schools are served primarily by Washington County roads and both schools identified infrastructure and programmatic projects that would increase the number of students able to safely walk or roll to school. Sexton Mountain updated an existing Action Plan from 2016 this year. Seeing some of the same concerns and projects listed four years later, helped urge the City of Beaverton to act quickly.

"Thank you for looking out for the children and planning to make the neighborhood safe for generations to come!"

– Conestoga Middle School Parent

Barnes Elementary

SRTS is working with Washington County and interested community members on the addition of an enhanced crossing of Walker Rd. as part of the Walker Rd. Development Project.

SRTS is working with Washington County on treatment options for Ecole Ave. to decrease the amount of cut-through traffic and speed on this road.

Sexton Mountain

City of Beaverton has installed a new crossing at Flagstone and 155th and they are currently working with the property owner to remove or cut back greenery that blocks the sightline of drivers, causing them to block this crossing for pedestrians.

The City of Beaverton also installed new signage to encourage parents and students to cross at the crosswalk and park legally along 155th Ave.

Aloha-Huber Park

SRTS is working with Washington County to increase the very limited walkable area for this large K-8 school. An enhanced crossing across Florence St. and sidewalks along Florence St. and 175th Ave. would significantly increase the ability for students to safely walk and roll to school.



Community and District Partnerships Working Together

More Walking and Biking Improvements

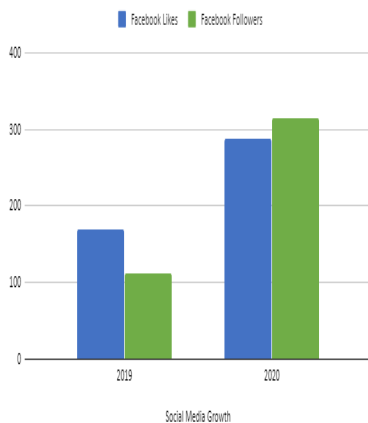
SRTS is thankful for the working relationships and support of our district and community partners, which include: Washington County, the City of Beaverton, Tualatin Hills Park and Recreation (THPRD) and local enforcement agencies. Here are other infrastructure improvements from this year that will increase access to safe, active transportation: sidewalks on the west side of Ecole for Barnes, signalized school zone and 4-way controlled intersection at Kaiser and Ridgeline for Sato, sidewalks connecting Snowy Owl with the walkable area for Scholls Heights, sidewalks on 143rd for Terra Linda, sidewalks on 90th St. and Taylor St. for West TV, sidewalks on Walker Rd for Five Oaks and the completion of the THPRD Westside Trail for Stoller MS.

Crossing Guards & Campus Traffic Safety Committee

Crossing Guards and Arrival/Dismissal Procedures are an important part of the Beaverton SRTS program. This year we created a new Crossing Guard & Campus Traffic Safety Committee to address and oversee these ongoing amenities. The committee met monthly to review each of our 151 Crossing Guard positions and locations and to create a new training program for our district Crossing Guard Program. In addition, this committee reviewed several school arrival/departure procedure maps and completed an in-depth audit of our three Action Plan Schools: Barnes, Sexton Mountain and Aloha-Huber Park.

Safe Routes to School Goes Virtual

Social Media Growth



When distance learning began in late March, the need to travel to school was eliminated. However, the need to get outside and participate in physical activities like walking and biking became even more important. With the Centers for Disease Control (CDC) recommendation of 60 min. of daily physical activity, the heightened stress of living through a pandemic and the increased amount of screen time needed for remote learning, SRTS saw the need for a remote guide for walking and biking. This guide was created to assist both educators and parents/caregivers to provide important safety information as well as resources for route ideas and activities to do while walking and biking. The Remote Guide for Walking and Biking, paired with several virtual Walk + Roll events, assisted our district families and teachers with options to encourage, and teach, students how to walk and bike safely, while learning from home.



This is How We Walk + Roll

The annual SRTS art contest grew by enormous numbers this year as we took the contest district-wide for K-5th grades. SRTS received over 1000 entries and partnered with the Beaverton Bike Advisory Committee to judge and select grade level winners and the Grand Prize Winner, Emily Xia, a third grader from Jacob Wismer.



Get Recognized

SRTS has two ways to recognize those who are making a difference in their communities, and the world, by promoting safe, active travel to school.

- Recognition Program – Leveled achievement from bronze to platinum. SRTS has 18 schools currently registered. Find out how to register or “level up” on our webpage.
- Walk + Roll Champion – A monthly recognition award. Anyone can nominate a person, group, or school. Contact us and let us know about a Walk + Roll Champion in your community!

Bikes for Kids

SRTS partnered with WashCO Bikes to offer the Adopt-A-Bike program to three elementary schools: Fir Grove, Elmonica and Aloha-Huber Park. Thirty students were selected based on criteria, such as perfect attendance, to earn a bike, helmet, lock and light. All students attended a bike safety tutorial to learn the safety skills needed to ride their new bikes.



Final Thoughts

SRTS has seen a lot of programmatic growth this year. The uncertainty of how schools will re-open in the fall will directly shape the way SRTS serves our students, schools and the community. Schools that have SRTS teams are most likely to show positive change in both parent perceptions of walking and biking opportunities and direct mode shift away from the high number of single car trips we still see traveling to schools.

Most parents continue to report traffic speed and volume as their primary reasons for not allowing their children to walk to school, though **15-25% of morning and afternoon traffic is from drivers going to and from school**. Given this, the district must continue to educate and encourage families to find alternatives to driving and prioritize walking, biking, busing and carpooling when developing programs and site plans. BSD must also continue to work with the City of Beaverton and Washington County to advocate for improved conditions on the preferred routes to our schools.

“The district needs to ensure continuing efforts to provide and promote safe routes for children to get to and from home. This is an essential part of children learning responsibility, independence and physical health habits. Thank you!”

– Mountain View Middle School Parent

**Beaverton School Board
Finance & Investment Strategies Committee Notes**

Virtual Meeting

June 4, 2020

7:30 a.m.

Attendees: Don Grotting, Eric Simpson, Danielle Hudson, Shellie Bailey-Shah, Becky Tymchuk, David Williams, Jason Guchereau, Maureen Wheeler, Josh Gamez, Mike Schofield and Anne Bryan.

1. Bond Measure Preparations (November 2021)
 - FCA Report: Great tool that will be utilized for planning next bond and shared with Citizens Advisory Bond Committee.
 - Seismic Red Zone – Updated from the consulting firm KPFF (shared school deficient table rankings)
 - Would like impact of kids per zone/school (break out classroom vs. gym, etc. - risk level)
Josh to follow up
 - Timeline and next steps review – Discussion on whether November 2021 is best or would push out to May 2022 be better? Good discussion on pro/cons (Biz continuity vs. economic conditions) but team came back to continuing for November 2021 with May 2022 as a fall back plan.
 - Future Bond committee (CACC)
 - Need to get going now with recruiting and getting committee going since first meeting is early September
 - How will committee members be picked for CACC – Board topic adder for June for Becky. Josh and team need the selection criterion proposal for the meeting.
2. Financial Planning Items
 - Bond Refinance – Ratings call was good – BSD held rating (Stable). Savings projected would be about \$27M (6%) if market behaves/stays where it is. Mid-June next step.
 - Budget/savings update – Doing well on maximizing end of year savings to get EFB as high as possible. Will have more board update soon on results. Also have scenario vision at next Board meeting to plan for future biennium budgets from the State of Oregon
3. Opens
 - Concerned with proceeding (with bond) with COVID-19 impacts on what school looks like next year.